STATE SPONSORED SEMINAR AND WORKSHOP

A Quest For Quality Teaching

Seminar On : Quality Teaching

Workshop On : Science Awareness

Held on
25th and 26th March 2008, respecteviely

Organised By:

GOVERNMENT COLLEGE OF EDUCATION

(C T E)

Banipur, North 24 Parganas,
Pin-743233, Phone : 03216-237034

Dr. Pijush Kanti Chattopadhya (Right), Dr. Sudin Chattopadhya (Middle) and Mr. Pranab Kumar Majumder (Left)

Dr. H. K. Mandal is interacting with Treasury officer (2) in the Seminar.

STATE SPONSORED SEMINAR AND WORKSHOP

A QUEST FOR QUALITY TEACHING

Saminar On : ***Quality Teaching***

Workshop On : ***Science Awareness***

HELD ON

25th and 26th March 2009 Respectively

Organised By :

GOVERNMENT COLLEGE OF EDUCATION

BANIPUR, NORTH 24 PARGANAS.

(COLLEGE OF TEACHER EDUCATION)

DAY ONE

Seminar on :

QUALITY TEACHING

Programme Director
Dr. Harekrishna Mandal
Officer-in-charge and Asst. Prof. in Economics

Programme Convenor
Dr. Urmi Chakraborty
(Lecturer in Psychology)

Joint Convenor of the Programme
Sri Pratap Kabiraj
(Lecturer in Bengali)

DAY TWO

Workshop on :

SCIENCE AWARENESS

Programme Director
Dr. Harekrishna Mandal
Officer-in-charge and Asst. Prof. in Economics

Programme convenor
Ms. Asrulekha Tripathi
(Lecturer in Sanskrit)

Jt. Convenor of the Programme
Dr. Sutapa Thakur

Published By :

Government College of Education,
Banipur, North 24 Parganas.

Printed By :

Rajlakshmi Press
Habra, North 24 Parganas.

Year of Publication : ***March, 2009***

CONTENT

Dr. Sudin Chattopadhyay is delivering lecture in the seminar

Prof. Dulal Mukhopadhyay of Kalyani University (Edu. Dept.)
is delevering lecture in the seminar.

Foreword

The quality of the teachers is important for overall development of education. Quality certainly consrtiutes one thing that the teachers know what exists in the subject. Teachers cannot depend on the old knowledge. A teacher has to constantly update his knowledge to be able to pass on to the student what exists latest in the subject, so that the students then can be more innovative and creative. Also what do we convey to the student in terms of values ? We give him knowledge about the basic realities in science and social sciences. We teach him the right values and human values, make him more humane and sensitive to the problems that exists in the society. Seminars, Symposiums, Group-discussion are really helpful in this regard.

Government College of Education Banipur organised a two-day seminar cum workshop on 'Quality Teaching' on 25th March '08 and Science Awarness on 26th March '08

In the seminar, more than 120 Teachers from different secondary schools were present and took part actively. On the second day, more than 80 students from secondary schools participated in the workshop. They really enjoyed the program.

Prof. Sudin Chottopadhya, Ex President, W.B.C.H.S.E., Prof. Dulal Mukhopadhya, from University of Kalyani, Dr. Pujush Kanti Chattopadhya, Ex Principal, Brahmananda College of Education, Rahara, and Dr. Biman Mukhopadhya, Deputy Director (S.E.) were present as resource persons on those days.

Dr. Bhabani Prasad Raj, officer-in-charge, Government College of Education, Burdwan, Dr. Pijush Kanti Saha, officer-in-charge, Barasat Government College and Mr. Pranab Kr. Mazumder, Senior lecturer (Selection Grade) were present as Guests on those days.

This State Sponsored two-day-long Seminar-cum-workshop would not have been successful without the co-operation of the Resource Persons, Guests, Participants, convenors and Joint Convenors of the programme and all other staff of the college.

I convey my heartfelt gratitudes and good wishes to all concerned for making the programme success.

Dr. H. K. Mandal
Officer-in-charge,
Govt. College of Education, Banipur

কৃতজ্ঞতা জ্ঞাপন

অবশেষে সেই ফেলে রাখা কাজ, অর্থাৎ কর্মশালা অনুষ্ঠিত হবার অব্যবহিত পরে প্রত্যাশিত পুস্তিকা প্রকাশের উদ্যোগ, আজ একটি রূপ ধারণ করতে চলেছে। বিভিন্ন অনিবার্য অন্তরায়ের কারণে পুস্তিকা প্রকাশে বিলম্ব ঘটেছে, সেজন্য মার্জনা প্রার্থনীয়।

বাণীপুর সরকারি শিক্ষক-শিক্ষণ মহাবিদ্যালয় সমগ্র পশ্চিমবঙ্গের তথা আমাদের দেশ ভারতবর্ষের একটি সুবিদিত শিক্ষাকেন্দ্র। এই মহাবিদ্যালয় গত ৬১ বছর ধরে শিক্ষক শিক্ষণের ক্ষেত্রে বিভিন্ন পরীক্ষামূলক প্রয়াসের ও ঐতিহাসিক ঘটনার স্মৃতি বহনকারী। বিগত ২০০৮ সালের ২৫ ও ২৬ মার্চ অনুরূপ একটি প্রয়াস গৃহীত হয়েছিল। প্রথম চিহ্নিত বিষয় ছিল Quality Teaching বা গুণগত মানের শিক্ষাদান আলোচনাচক্রে বিশিষ্ট শিক্ষাবিদ এবং অতিথিদের সমাগমে আনুষ্ঠানিক উদ্বোধনের পর প্রাসঙ্গিক বক্তব্য রাখেন যথাক্রমে ডঃ সুদিন চট্টোপাধ্যায়, ডঃ দুলাল মুখোপাধ্যায়, ডঃ পীযুষকান্তি চট্টোপাধ্যায় এবং ডঃ বিমান মুখোপাধ্যায়। তাঁদের আলোচনায় যে প্রসঙ্গগুলি গুরুত্ব পায় সেগুলি হল—শিক্ষাদানে পরীক্ষামূলক পদ্ধতির প্রয়োগ, শিক্ষার ক্ষেত্রে আধুনিক তথ্য প্রযুক্তি ব্যবহার, শিক্ষক-ছাত্র সম্পর্ক এবং শিক্ষাদানে মূল্যায়নের ভূমিকা ইত্যাদি।

অংশগ্রহণকারী শিক্ষক-শিক্ষিকা এবং মহাবিদ্যালয়ের শিক্ষার্থীগণ কখনো প্রশ্ন করে, কখনো অভিজ্ঞতা বিনিময় করে কর্মশালাকে প্রাণবন্ত করে তুলেছিলেন। এই অবকাশে সভাপতি, বিশেষ অতিথি, বক্তাগণ ও অংশগ্রহণকারীদের জানাই আন্তরিক শ্রদ্ধা ও কৃতজ্ঞতা।

কমসূচী দ্বিতীয় দিনের বিষয় ছিল Science Awareness বা বিজ্ঞান চেতনা। এ বিষয়ে একটি সংক্ষিপ্ত প্রতিবেদন পৃথক পৃষ্ঠায় দেওয়া হল।

এইবার পুস্তিকায় সংকলিত রচনাগুলি প্রসঙ্গে লেখকগণকে সবিশেষ কৃতজ্ঞতা জ্ঞাপনের পালা। পশ্চিমবঙ্গ রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদের (S.C.E.R.T.) অধিকর্তা ডঃ রথীন্দ্রনাথ দে কে তাঁর সুচিন্তিত প্রবন্ধ রচনার জন্য বিনম্র শ্রদ্ধা জানাই।

বারাসাত সরকারি কলেজের ভারপ্রাপ্ত অধ্যক্ষ ডঃ পীযুষকান্তি সাহা এবং বিদ্যালয় শিক্ষা দপ্তরের প্রাক্তন উপ অধিকর্তা ডঃ বিমান মুখোপাধ্যায় তাঁদের রচনার মাধ্যমে সমৃদ্ধ করে তুলেছেন এই পুস্তিকা। তাঁরা

বিশেষভাবে শ্রদ্ধাভাজন ও ধন্যবাদার্হ। এই মহাবিদ্যালয়ের ভারপ্রাপ্ত অধ্যক্ষ ডঃ হরেকৃষ্ণ মণ্ডল, অধ্যাপকদ্বয় শ্রীগোপাল প্রসাদ মণ্ডল এবং শ্রী গৌতম পাত্র সংযুক্ত করেছেন এই পুস্তিকায় তাঁদের সুচিন্তিত মতামত সম্বলিত রচনা। তাঁদেরও অকুণ্ঠ ধন্যবাদ ও শুভেচ্ছা জানাই।

প্রশাসনিক ক্ষেত্রে উচ্চশিক্ষা দপ্তরের আধিকারিকগণকে কৃতজ্ঞতা জানাই তাঁদের আর্থিক অনুদান ও উৎসাহ দানের জন্য।

এই কর্মশালা এবং পুস্তিকা প্রকাশের প্রয়াস সফল করার নেপথ্যে ধারাবাহিকভাবে সহযোগিতা করেছেন এই মহাবিদ্যালয়ের অধ্যাপক-অধ্যাপিকা এবং শিক্ষাকর্মীবৃন্দ। এই অবকাশে তাঁদের হার্দিক শ্রদ্ধা এবং কৃতজ্ঞতা জ্ঞাপন করি।

পরিশেষে, এই পুস্তিকায় যে সমস্ত অনিচ্ছাকৃত প্রমাদ রয়ে গেল তার জন্য ক্ষমা চেয়ে নিই। সংকলিত রচনাগুলি যদি পাঠকদের চিন্তা ও প্রয়োগের ক্ষেত্রে কোনো পরিবর্তন ঘটাতে সক্ষম হয়, তবে এই প্রয়াস সার্থক হবে বলে মনে করব।

শ্রী প্রতাপ কবিরাজ
যুগ্ম আহ্বায়ক (আলোচনাচক্র)
অধ্যাপক বাংলা বিভাগ
সরকারি শিক্ষক শিক্ষণ মহাবিদ্যালয়
বাণীপুর, উত্তর ২৪ পরগণা।

ডঃ ঊর্মি চক্রবর্ত্তী
আহ্বায়ক, (আলোচনাচক্র)
অধ্যাপিকা মনোবিজ্ঞান বিভাগ
সরকারি শিক্ষক শিক্ষণ মহাবিদ্যালয়
বাণীপুর, উত্তর ২৪ পরগণা

আহ্বায়কের (কর্মশালা) প্রতিবেদন

পশ্চিমবঙ্গ উচ্চশিক্ষা বিভাগের আর্থিক সহায়তায় বাণীপুর শিক্ষকশিক্ষণ মহাবিদ্যালয়ে গত ২৫ এবং ২৬ মার্চ ২০০৮ এক আলোচনা চক্র, কর্মশালা এবং প্রদর্শনির আয়োজন করা হয়েছিল।

এই কর্মশালার বিষয় ছিল 'বিজ্ঞান সচেতনতা'। এই কর্মশালার আহ্বায়িকা রূপে বলতে পারি একবিংশ শতাব্দীর মধ্য গগনে উপনীত হয়েও আমরা এখনও 'কুসংস্কারাচ্ছন্ন'। তাই আগামী প্রজন্মকে অন্ধকার থেকে আলোর দিকে এগিয়ে নিয়ে যাওয়ার জন্যই আমাদের এই প্রয়াস। এই কর্মশালায় অংশগ্রহণ করেছিল পঞ্চম থেকে দ্বাদশ শ্রেণীর ছাত্র-ছাত্রী এবং আমাদের মহাবিদ্যালয়ের ছাত্র-ছাত্রী। প্রায় ২০টি বিদ্যালয় থেকে মোট ৯৫ জন সক্রিয়ভাবে কর্মকাণ্ডে অংশগ্রহণ করেছে।

এই কর্মশালায় অনুষ্ঠিত কর্মকাণ্ডের একটি সংক্ষিপ্ত চিত্র সকলের অবগতির জন্য প্রকাশ করছি।

আমাদের মহাবিদ্যালয়ের মাননীয় ভারপ্রাপ্ত অধ্যক্ষ মহাশয়ের উদ্বোধনী ভাষণের পরই আমরা মূল কর্মকাণ্ডে উপনীত হই। সেখানে আমাদের মহাবিদ্যালয়ের ছাত্র-ছাত্রী শ্রাবন্তী, আফতার এবং বিকাশ দৈনন্দিন জীবনের কিছু আকর্ষনীয় ঘটনাকে রসায়ন শাস্ত্রের নানা বিক্রিয়ার মাধ্যমে সুন্দর ভাবে তুলে ধরেছে। আবার সনৎ, অসিত, বিকাশ, সওকাত ও আফতার এরা বর্তমানের আলোচিত বিষয় 'গ্রীন হাউস এফেক্ট' এর উপর অতি চমৎকার একটি মডেল তুলে তার প্রভাব সুন্দররূপে ব্যাখ্যা করেছে। দুটি ক্ষেত্রেই ছাত্রছাত্রী প্রথমে দেখে এবং তারপর কয়েকজন হাতে হাতে তা পরীক্ষাও করেছে।

এছাড়াও এই কর্মশালাতে আমরা যাঁদের আমন্ত্রণ করে আনতে পেরেছিলাম তাঁরা হলেন 'ক্যানিং যুক্তিবাদী সমিতি' এবং 'চেতনা' নামক গন সংস্কৃতিক সংস্থা। 'ক্যানিং যুক্তিবাদী সমিতি' অভিনব নাটকের মাধ্যমে সর্প বিষয়ে বিভিন্ন সচেতনতার দিকগুলি তুলে ধরে এবং জীবন্ত সাপের সঙ্গে পরিচিতি ঘটিয়ে ছাত্রছাত্রীদের কাছে তা আকর্ষনীয় করে তোলে। 'চেতনা' গন সাংস্কৃতিক সংস্থা 'অলৌকিক নয় লৌকিক' নামক অনুষ্ঠানের মাধ্যমে বর্তমান যুগে ও বিজ্ঞানের বিভিন্ন অগ্রগতিকে কাজে লাগিয়ে কিছু মানুষ যে লোক ঠকিয়ে আত্মস্বার্থ পুরণ করে চলেছে সেই দিকগুলির উন্মোচন করেছেন।

এই কর্মশালার সমাপ্তিতে এক মনোজ্ঞ সাংস্কৃতিক অনুষ্ঠানের আয়োজন করা হয়েছিল। এই অনুষ্ঠানে মহাবিদ্যালয়ের ছাত্র-ছাত্রী ছাড়াও সুন্দর একটি নাটক পরিবেশন করেছিলেন 'বিকাশ ভবনের' কয়েকজন সংস্কৃতি মনস্ক কর্মী।

সব মিলিয়ে এই কর্মশালা সকলের কাছে আকর্ষনীয় হয়ে উঠেছে বলে আমার অনুমান। সকলের সক্রিয় অংশ গ্রহণে এই কর্মশালা সর্বাঙ্গ সুন্দর হতে পেরেছে বলে আশা রাখি।

অবশেষে কৃতজ্ঞতা স্বীকারের সময়ে উপস্থিত হয়েছি এই কর্মশালার আহ্বায়িকা এবং যুগ্ম আহ্বায়িকা হিসেবে আমরা উপস্থিত সকল অংশগ্রহণকারী, অতিথি মহোদয়, মাননীয় ভারপ্রাপ্ত অধ্যক্ষ মহাশয়, আমাদের সহকর্মীগণ এবং সমস্ত শিক্ষাকর্মী যাঁরা এই কর্মশালার আয়োজনে আমাদের হার্দিক সহায়তা করেছেন তাঁদের সবাইকে আমাদের আন্তরিক কৃতজ্ঞতা ও শুভেচ্ছা জানাই। এবং সমগ্র কর্মশালা পরিচালনার ক্ষেত্রে আমাদের যে ত্রুটি বিচ্যুতি ঘটেছে তার দায়বদ্ধতা নতমস্তকে স্বীকার করে এই সংক্ষিপ্ত প্রতিবেদনটি সমাপ্ত করছি।

ডঃ সুতপা ঠাকুর
যুগ্ম আহ্বায়িকা (কর্মশালা)
অধ্যাপিকা 'সঙ্গীত বিভাগ'
সরকারি শিক্ষক শিক্ষণ মহাবিদ্যালয়
বাণীপুর, উত্তর ২৪ পরগণা।

অগ্নিলেখা ত্রিপাঠী
আহ্বায়িকা (কর্মশালা)
অধ্যাপিকা সংস্কৃত বিভাগ
সরকারি শিক্ষক শিক্ষণ মহাবিদ্যালয়
বাণীপুর, উত্তর ২৪ পরগণা।

GOVERNMENT COLLEGE OF EDUCATION
BANIPUR, NORTH 24 PARGANAS.

State Government Spondored Seminar On Quality Teaching

The following Faculty Members acteviely particepated for Making the programme a great success.

1.	**Dr. Harekrishna Mandal**	-	Officer-in-Charge and Asst. Prof. in Economies.
2.	**Sri Goipal Prasad Mandal**	-	Reader in Modeling & Sculpture
3.	**Dr. Sutapa Thakur**	-	Lecturer in Music
4.	**Sri Pratap Kaberaj**	-	Lecturer in Bengali
5.	**Dr. Pratap Kr. Jana**	-	Sr. Lecturer in Chemistry
6.	**Sri Kaustuv Bhattacharyya**	-	Lecturer in Botany
7.	**Smt. Debjani Majumder Chowdhury**	-	Lecturer in English
8.	**Smt. Jayarati Dasgupta**	-	Lecturer in Geography
9.	**Sri Goutam Patra**	-	Lecturer in History
10.	**Dr. Urmi Chakraborty**	-	Lecturer in Psychology
11.	**Smt. Asrulekha Tripathi**	-	Lecturer in Sanskrit
12.	**Mr. Abu Sayed**	-	Librarian (Sr. Scale)
13.	**Sri Rabin Manna**	-	Former Librarian

GOVERNMENT COLLEGE OF EDUCATION
BANIPUR, NORTH 24 PARGANAS.

State Government Spondored Seminar
On Quality Teaching

Name of the staff who actively participated for making the Programme successfull
(NON-TEACHING STAFF)

1. Manindra Nath Das - Head Clerk
2. Sitangshu Pal - U.D.Clerk
3. Shyamal Ch. Roy - Cashier
4. Subhayu Chattopadhyay - L.D.Clerk
5. Buddhadeb Guha - Compunder
6. Khokan Das - Driver
7. Lilisree Boral - Helper
8. Amulya Kr. Sil (Late) - Mali
9. Dhirendra Ch. Sil (Late) - Mali
10. Bimal Ch. Mistry - Mali
11. Monojit Ch. Das - Ward Asst.
12. Madhab Rajbanshi - Sweeper
13. Ranjit Kr. Bhowmik - Peon
14. Tapan Kr. Pal - Peon
15. Kanchan Banerjee - Ward Asst.
16. Bachhu Rajbanshi - Sweeper
17. Krishna Kangsha Banik - Peon
18. Asim Kr. Sen - Peon
19. Dakhi Rajbanshi - Sweeper
20. Pradip Saha - Sweeper
21. Lalu Rajbanshi - Helper (Kitchen)
22. Biswanath Roy - Cook (Kitchen)
23. Khokon Dutta - Helper (Kitchen)
24. Ramchandra Sahoo - Cook (Kitchen)

NAME OF THE PARTICIPANTS IN THE SEMINAR.

	Name	Designation	Name of the Institute & Address	Contact No
1.	Ashutosh Sikdar	Ass. Teacher	Hatthuba Adarsha Bidyapith (H.S.)	253140
2.	Prajnananda Pal	,,	Saktigarh High School	9932435855
3.	Nilima Kahar	,,	Ashokenagar Ma Saradamani Vidyapith(H.S.) for Girl's	9732647628
4.	Mintu Nag	,,	New Bongaon High School (H.S.)	9333385337
5.	Uttam Kr. Sarkar	,,	,,	9832116345
6.	Ashok Ghosh	,,	Saktigarh High School	9434401346
7.	Ashoke Kr .Chakraborty	,,	Hatthuba Adarsha Bidyapith (H.S.)	9800524250
8.	Kunal De	,,	Bongaon Kabi Keshablal Vidyapith	9474159152
9.	Dipankar Ghosh	,,	,,	9800317261
10.	Tushar Kanti Ghosh	,,	Banipur Baniniketan High School (H.S.)	9932239037
11.	Saurava Mohan Bondopadhya	,,	Gaighata High School	9434159101
12.	Sambhunath Dan	,,	Prafullanagar Vidyamandir (H.S.)	9332064650
13.	Sreebash Ghosh	,,	Ashokenagar Boys' Secondary	9831521819
14.	Mithun Paul	,,	,,	9932738448
15.	Manisankar Sarkar	,,	Habra High School (H.S.)	9734030474
16.	J. H. Laskar	,,	Jawahar Navadaya Vidyalaya	9474399443
17.	Birinchi Biswas	,,	Gaighata High School (H.S.)	9732746350
18.	Pradip Kr. Joarder	,,	Jaighachi S.P. Bidyayaton (H.S.)	9474803753
19.	Nityananda Mandal	,,	,,	97322826870
20.	Keya Mandal	Ass. Teacher	New Bongoan Girls' High School	2538-1841
21.	Ranu Biswas	,,	,,	9231862313
22.	Nirmal Kr. Biswas	,,	Sreenagar Jr. High School	9434365294
23.	Hasibul Mallick	Headmaster (L/c)	Dr. B.R. Ambedkar Sports School (High), Banipur	9434572892
24.	Kajal Kr. Dutta	Ass. Teacher	,,	9933823132
25.	Uttam Sardar	,,	Banipur Baniniketan High School	9732749487
26.	Debaprasad Mondal	,,	Shaktigarh A.d.P. Shiksha Niketan Bania (W), Habra	9433961731
27.	Aparna Barua	,,	,,	9331869233
28.	Pampa Roy	,,	Ashokenagar Kamala Nehru Adarsha Vidyamandir (For girl's)	9432182203
29.	Sharmistha Mondal	,,	,,	9433288871
30.	Debjani Nath	Para Teacher	Habra Kaminikumar Girl's High School (H.S.)	03216-233382
31.	Gopa Saha	,,	,,	9735412251
32.	Sankar Saha	Ass. Teacher	Kalyangarh B.C. Bidyapith	9332518753
33.	Somenath Majumder	,,	,,	9782542205
34.	Jayanta Basu	,,	Sreema Vidyamandir	9434976936

35.	Arpita Maitra	,,	Sreema Vidyamandir	9800523801
36.	Jayati Biswas	,,	Kalibala Vidyapith	
37.	Baisakhi Biswas	,,	,,	9831619189
38.	Gobinda Kr. Bala	,,	Akrampur High School	9233181360
39.	Indranil Ghosh	,,	Akrampur High School	9903094549
40.	Manojit Dey	,,	Kamarthuba Vivekananda Vidyapith	
41.	Gautam Sutradhar	Ass. Teacher	Kamarthuba Vivekananda Vidyapith	
42.	Chittaranjan Saha	,,	Ashokenagar High School	
43.	Buddha Sengupta	,,	,,	9332579387
44.	Chhanda Dasgupta	Head Master	Jaigachhi Adarsha Balika Vidyalaya	9433495951
45.	Ishits Mallick	Ass. teacher	,,	9433141267
46.	Nilanjana Bhattacharjee	,,	,,	9433481341
47.	Arpita Adhikary	,,	Dakshin Habra High School	9474856022
48.	Sanjoy Ghosh	,,	,,	9474803035
49.	Mastaque Morshed	,,	Ranghat Anchal High School (H.S.)	9732767511
50.	Bijay Murmu	,,	,,	9434479741
51.	Chandan Sarkar	,,	Prafullanagar Vidyamandir (H.S.)	9903630607
52.	Swarup Bagchi	,,	Habra Model High School (H.S.)	9903202923
53.	Prasun Bhadra	,,	,,	9800088958
54.	Mrityunjay Chakraborty	A.M.	Govt. B.C.M. School, Banipur	9874729695
55.	Achintya Nayak	,,	,,	9434161826
56.	Sk. Azam Ullah	Ass. Teacher	Banipur S.W.G. High School	9830919650
67.	Sampa Bala	,,	Ashokenagar Banipith Girls' High School (H.S.)	9831934252
68.	Madhuchhanda Guha	,,	,,	9433191816
69.	Suvankar Deb	,,	Habra Girl's School	9433629405
70.	Samir Kr. Banerjee	Lecturer (Sr)	Gandhi Centenary B.T. College, Habra	9432241220
71.	Khokan Sardar	Ass. Teacher	Ashokenagar Vivekananda Vidyamandir (H.S.)	9932326172
72.	Amit Kr. Bhadak	,,	,,	9233225151
73.	Naresh Ch. Paul	Headmaster	Banipur S.W. Home	9433332406
74.	Chittralekha Sinha	Ass. Teacher	Saptapalli Deshbandhu Balika Vidyalaya, Habra	9733690261
75.	Suchandra Halder	,,	,,	9434571511
76.	Krishna Banik	Lacturer	Gob. Hindu College, B. Ed dep.	9732724950
77.	Mousami Mandal	,,	,,	9836270275
78.	Paromita Paul	Ass. Teacher	Ashokenagar Maa Sarada Moni Vidyapith	9239236069
79.	Suvankar Malakar	,,	Kajla Rabindra Siksha Niketan	9933653707
80.	Goutam Biswas	,,	,,	953215-224744
81.	Arun Kr. Roy	EC. Member	WBGCTA	9433388994
82.	Bitan Mukherjee	A.M	Govt. B.C.M School, banipur	92309046743
83.	Rekha Saha Sarkar	Drawing Mistress	,,	
84.	Ashok Roychowdhury	T.I.C	Rautara M.N.M. High School (H.S.)	9434569435
85.	Rashid Biswas	Ass. Teacher	,,	9474011131
86.	Bishnupada Mallik	,,	Habra High School	9433450851
87.	Jayanta Sarkar	,,	Bongaon High School	9903585005

LIST OF THE PARTICIPANTS IN THE WORKSHOP

	STUDENT NAME	NAME OF THE SCHOOL	CLASS
1.	Debjyoti Das	Prafullanagar Vidyamandir (H.S.)	X
2.	Soumen Das	,,	X
3.	Utsajit Kundu	,,	X
4.	Pramit Roy	,,	X
5.	Paurab Mitra	,,	X
6.	Sayantan Biswas	Gaighata High School (H.S.)	IX
7.	Sayan Das	,,	IX
8.	Biplob Roy	,,	IX
9.	Subha Saha	,,	IX
10.	Arindom Ghosh	,,	IX
11.	Rajdeep Chatterjee	,,	IX
12.	Kiran Das	,,	IX
13.	Subhadip Das	,,	VIII
14.	Anjan Kundu	,,	IX
15.	Baishali Das	Habra Kaminikumar Girls' High School (H.S.)	VIII
16.	Debadrita Das	,,	VIII
17.	Pushpita Kundu	,,	VIII
18.	Sanchari Basak	,,	VIII
19.	Rajnarayan Raha	Habra Model High School (H.S.)	X
20.	Shawon Gargary	,,	X
21.	Supratim Roy	,,	VIII
22.	Babai Paira	,,	IX
23.	Bidhan Krishna Paul	,,	IX
24.	Arpita Das	Hatthuba Kalibala Kanya Vidyapith	XI
25.	Sramana Sen	,,	XI
26.	Gargi Mukherjee	Dr. B.R. Ambedkar Sports School	X
27.	Suresh Mardi	,,	VI
28.	Rakhi Dutta	Habra Kamini Kumar Girls' High School (H.S.)	VIII
29.	Rima Mondal	,,	VII
30.	Arkadeep Mandal	Habra High School	IX
31.	Md. Faruk Ansari	Rautara M.N.M. High School (H.S.)	X
32.	Sharup Hashan Ali	,,	X
33.	Rabiul Mondal	,,	X

	STUDENT NAME	NAME OF THE SCHOOL	CLASS
34.	Majnu Rahaman	Rautara M.N.M. High School (H.S.)	X
35.	Kakali Das	,,	X
36.	Anup Ghosh	S.W. Home, Banipur	VIII
37.	Shasanka Shekar Howly	,,	V
38.	Ashis Das	,,	V
39.	Kishor Vakto	,,	VIII
40.	Santanu Mahajan	,,	V
41.	Samir Naskar	,,	VIII
42.	Manab Halder	,,	IX
43.	Sarajit Barai	,,	IX
44.	Manabendra Mondal	,,	X
45.	Subrata Biswas	,,	VIII
46.	Yudhisthir Das	Akrampur High School	IX
47.	Shiv Das	,,	IX
48.	Satyajit Roy	,,	IX
49.	Mithun Sen	,,	IX
50.	Kishor Biswas	,,	IX
51.	Avijit Das	,,	IX
52.	Avijit Ghosh	Kalyangarh Bildhanchandra Vidyapith	X
53.	Avijit Ghosh	,,	X
54.	Santanu Das	,,	X
55.	Sourav Sarkar	,,	X
56.	Avijit Das	,,	X
57.	Sudip Sarkar	Ashokenagar Vivekananda Vidyamandir	XII
58.	Puja Das	Banipur Govt. B.C.M.	IX
59.	Mukul Das	,,	IX
60.	Tumpa Saha	,,	VIII
61.	Jhuma Saha	,,	VIII
62.	Prosenjit Das	,,	VIII
63.	Sumita Karmokar	Sreenagar Jr. High School	V
64.	Soma Majumder	,,	V
65.	Somnath Saha	,,	V
66.	Sujit Paul	,,	V
67.	Chhabi Adhikary	,,	V
68.	Arijit Talukdar	Ashokenagar High School	X

	STUDENT NAME	NAME OF THE SCHOOL	CLASS
69.	Avijit Karmakar	Ashokenagar High School	X
70.	Deb Bairagi	,,	X
71.	Soumik Pandey	Kajla Rabindra Siskha Niketan	X
72.	Arindam Shil	,,	X
73.	Sanny Chakraborty	,,	X
74.	Srijan Biswas	Hatthuba Adarsha Bidyapith (H.S.)	IX
75.	Aniruddha Chakraborty	,,	IX
76.	Santanu Kundu	,,	IX
77.	Animesh Kundu	,,	IX
78.	Subhadip Paul	,,	IX
79.	Sumanta Saha	Habra High School	IX
80.	Happy Majumder	Kajla Rabindra Siskha Nekatan	X
81.	Riya Chakraborty	,,	X
82.	Rakhi Sarkar	,,	X
83.	Rina Roy	Ashokenagar High School	X
84.	Priyanka Karmakar	,,	X
85.	Mampi Bhowmick	Ma Sarada Mani Girls' High School	X
86.	Shibani Singha	,,	X
87.	Shipra Gupta	,,	X
88.	Popi Mondal	,,	X
89.	Jhuma Sen	,,	X
90.	Milan Ch. Das.	Banipur Baniniketan High School	X
91.	Suvojit Saha	,,	X
92.	Aranya Das	,,	X
93.	Chayan Kr. Das.	,,	X
94.	Tanmay Paul	,,	X
95.	Kalyan Dutta	Habra High School (H.S.)	XI

DISTINGUISHED SPEAKERS AND GUESTS PRESENT IN THE SEMINAR

1. **Dr. Sudin Chattopadhyay**
   Former President, W.B. Council for Higher Secondary Education.

2. **Dr. Dulal Mukhopahyay**
   Professor, Department of Education
   Kalyani University.

3. **Dr. Pijush Kanti Chattopadhyay,**
   Former Principal,
   Brahmananda College of Education,
   Rahara.

4. **Dr. Biman Mukhopadhyay,**
   Sr. Deputy Director of School education
   Govt. of West Bengal (Retd)

5. **Dr. Bhabani Prasad Raj**
   Reder in Sanskrit and officer in charge,
   Government College of Education,
   Burdwan.

6. **Dr. Pijush Kanti Saha**
   Officer in charge,
   Barasat Government College.

7. **Mr. Pranab Kumar Majumder**
   Asst. Prof (Selection Grade) in Geography,
   Govt. Training College,
   Hoogly.

EDUCATIONAL TECHNOLOGY IN TEACHER EDUCATION

Dr. Rathindranath De,Director,SCERT, West Bengal

Introduction:

Providing access to good quality Education For All(EFA) is being considered as an imperative towards human development all over the world .Such a commitment was noted in the declarations adopted at the World Education Forum in Dakar, Senegal, in 2000, one of the goals was, "Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills" . The EFA Global Monitoring Report 2005 , published by UNESCO attempted to make an assessment of the scenario ; achievement of some countries in enhancing quality of education in the schools has been analysed in the report . The importance of good quality is seen as a " need for more relevance , for greater equity of access and outcome and proper observance of individual rights"(p.30). The report suggests that increase in investment in education by the government is necessary for improvement of quality , " ...because many of the benefits of a good basic education are broad and general, it is difficult to mobilize significant private resources for improving the quality of basic education. Hence , the role of government , as the actor most able to transcend short-term realities and interests and invest in quality , becomes crucial"(p.142).The report argues that "strategies to improve quality should draw on the strengths of the learners and on their knowledge ,interests and capacities ."

It was once regretted that 'equality' , 'quantity' and 'quality' often remained as elusive triangle in our country , the EFA monitoring report has noted similar observations in many countries of the world , it mentions that "...quickly expanding the school system without reducing its quality in new schools may be difficult "(p.126) and " ..many children and adults in the developing world do not master basic literacy and numeracy skills, even if they complete primary education (p.140)."

Scenario in West Bengal:

There has been an unprecedented growth in the demand for education in West Bengal in the last few decades . The system of school education has been expanding to cater to the need of providing greater access and therefore the system has to face the challenges of maintaining adequate quality. The Department of School education, Govt. of West Bengal through its various functionaries and the statutory Boards and Councils and the SCERT in the state are constantly engaged in the process of addressing the challenge of enhancement of quality of education through reforms in the curriculum, text

books, evaluation processes , recruitment and orientation of teachers etc.

The growth and development in the field of Information and Communication Technology (ICT) in West Bengal in recent years may be considered as an opportunity to explore the possibilities of use of ICT as a supplementary measure to achieve quality education for all in West Bengal. The availability of computer systems and trained human resources even in small towns in the state provide an opportunity of exploring their use in enhancing quality of education and increasing its access.

Beginning of a new era:

After inauguration of the well equipped Educational Technology Laboratories of SCERT(WB), developed in collaboration with the Centre for Development of Advanced Computing (CDAC,Kolkata), a scientific society under the ministry of information and communication technology , Govt. of India a new field of studies in Educational Technology(ET) for the would be and practicing teachers, hence in Teacher Education(TE) has emerged in West Bengal for utilization of modern computers in teaching learning of different school subjects.

The vision:

The modern computers are loaded with technological features so that a content in multimedia (by appropriate combination of text , sound , voice of a teacher , music, picture, animation , simulation etc.) can be developed for presentation of a concept or process to the students , thus making it a versatile teaching-learning device . Such contents may be customized to the individual needs of the learners by introducing different types of activities with varying degrees of cognitive challenges, so that all learners , slow , average and advanced may reach at the desired level of competence. When CAL may be used in a group learning mode , an added advantage will accrue through peer group support, such an environment may not be highly structured but may create a more relaxed and joyful learning experience for everyone. The contents in CAL may be made interactive (the computer may enable children to observe effect of changes introduced in a process , may perform experiments in a virtual laboratory , may like to take a test and get instant assessment etc.) and thus may create an extremely child friendly environment in the school. A classroom with CAL may, therefore, lead to better understanding , abilities and skill of the learners and would lead to friendly relations among the teacher and the taught as it creates a cooperative learning environment . The success of such use of computers would depend upon the development of good quality of teaching learning materials for Computer Aided Learning(CAL) and its subsequent pedagogical application in the classroom by the teacher.

Computer Aided Learning(CAL) in different form has been tried out in some schools in our country

and it has been observed that only when teachers are willing to accept a new technology , there is a positive impact. A recent publication from the Department of education, Govt. of NCT of Delhi indicate that there were reduction in drop out rate and increase in enrolment in the schools offering CAL , because the multimedia materials attracted children, various other outcomes of the pilot project on CAL, carried out in 200 schools in Delhi has been mentioned in the report.

Addressing the challenges:

Of course, there are tremendous technological and economic challenges that are entailed in providing computers to all secondary schools, which has been noted in the National Curriculum Framework 2005 (p.46, para 3.2.3). In West Bengal, some schools have already been provided with computers under different projects – viz. 257 Secondary schools under the CLASS at project (1984-1998/99), 735 schools in a BOOT (Build Operate Own Transfer) model and 500 Higher Secondary schools under the CLTP(Computer Literacy Training Programme) project (2000/01 – 2003/04). Besides these schools covered under formal projects, the managing committees of many more have installed computers in respective schools on their own initiative. Computers may be introduced in more schools in future. It is not known how many teachers have been able to utilize the available computers as a supplementary tool in teaching learning of subjects e.g. languages , mathematics , sciences and social-sciences in the schools.The usage of computers in teaching learning of different school subjects require different set of planning under teacher education for development of appropriate strategies and materials, pedagogical skills and innovation . Hence, introduction of ET in the process of pre-service and in-service Teacher Education(TE) programme in future, requiring training of teachers in use of open source software(GNU/LINUX), writing of scripts for development of Computer Aided Learning(CAL) materials , transforming the scripts to CAL materials with suitable interactivity ,animation and other multimedia applications, conducting actual classroom processes by using the CAL materials , planning of evaluation etc. demands appropriate planning in TE.

However, the following steps may be adopted if we have to utilize the already available computers in our schools:

Computer awareness programme for all subject teachers of the schools having modern computer systems.

Developing appropriate teaching learning materials in some school subjects on a pilot basis and testing their efficacy through research.

Equipping the teachers with pedagogical techniques and promoting innovation.

It is ,therefore, extremely important that Teacher Education Institutions (TEI) are involved in the

process of planning for the development and use of any multimedia courseware for CAL in the school. Such a developmental process require wider deliberation by the teachers , teacher educators , subject experts and multimedia professionals.

The professional associations of the teachers probably can take some measure in West Bengal by holding seminars to collect opinion of teachers, parents and community members . The associations may identify necessary human resource , explore establishment of school complexes for sharing of resources , suggest strategies to be adopted for reaching the un-reached. It may be possible to utilize the local area network of computers already available at the district and sub-district level for dissemination of CAL materials. Formation of School Complex for sharing of resources and implementation of the activities may be a viable option.

Efforts of SCERT(WB) in ET :

SCERT(WB) has conducted several workshops with financial support from the State Project Office, Paschim Banga Sarva Shiksha Mission, for developing CDs on the content of different school subjects in collaboration with CDAC and WBBSE. In these workshops it was decided that the courseware known as EKALAVYA , developed by CDAC will be utilized by the teachers for computer awareness and the template / format used in EKALAVYA will be utilized for development of CAL materials. The participating teachers in such programmes have found that EKALAVYA was useful in design of CAL. This has paved the way of formulating a policy framework at SCERT(WB) for development of CAL and its use . The scripts developed by participants in different workshops are being examined , reviewed and refined at SCERT(WB), to create some model CDs. These would be forwarded to WBBSE and to the State Project Office, PBSSM for further examination and dissemination in schools of the state.

In future, SCERT(WB) will be able to support teacher education initiative in methods of developing multimedia educational software for Upper Primary stage, which would enable the teachers to develop educational contents in (a) Languages, (b) Social Sciences, (c) Science subjects and (d) Mathematics for use in CAL. The contents will be designed to suit the requirements of the students studying in schools affiliated to West Bengal Board of Secondary Education and West Bengal Board of Madrasah Education, or in centres of West Bengal Council of Rabindra Open Schooling. Thus, the entire facility at SCERT(WB) may serve as a resource centre for teachers, teacher educators and researchers of the state.

SCERT (WB) proposes to make an attempt to provide opportunities to the teachers interested in the field of Educational Technology (ET) , thereby enabling them to tackle the challenges of providing

good quality education to all . SCERT (WB) has launched an interactive PORTAL at www.scertwestbengal.org, which will enable anyone to access information about the activities of the council , download journals and books from the portal , post comments / suggestions / queries , engage in online debate on any subject of school education by logging on to the FORUM as a registered member. If teachers utilize this facility for sharing of their experience in any kind of innovative practice adopted by them , the PORTAL could be used as an online journal for the teachers . The portal will enable an user to make contact with SCERT(WB) and the District Institute of Education and Training (DIET)s. SCERT (WB) also houses the EDUSAT Satellite Interactive Terminal, which is now a facility Centre for Video- and Tele Conferencing with NCERT and other SCERTs in the country .It is possible for the teachers , teacher educators, researchers of the state to participate in national level deliberations from the SCERT(WB) premises. Such use of educational technology hold the promise of simultaneous orientation of teachers at different venues at the districts as well , thus reducing cost and time requirement of in-service orientation of teachers, SCERT(WB) has initiated appropriate actions for installation of necessary hardware for establishment of connectivity .

The state-of-the-art Educational Technology Laboratories of SCERT(WB) may in future assist teachers and teacher educatiors in our state in developing educational content for school children in different languages spoken in the state using modern technology of computers. The National Curriculum Framework 2005 published by NCERT has reiterated that, "*If ET is to become a means of enhancing curricular reform, it must treat the majority of teachers and children not merely as consumers but also as active producers. There must be widespread consultation regarding use during development and implementation.*" (p. 92, para 4.6.3). The process has begun in West Bengal, let the other Teacher Education Institutions take it further.

References:

1. EDUCATION FOR ALL THE QUALITY IMPERATIVE, EFA Global Monitoring Report 2005, UNESCO.

2. CALTOONZ 2006, a report of the project YUVA , SCHOOL COMPUTER AIDIED LEARNING programme in Delhi in 2006,Department of Education, Govt. of NCT of Delhi

3. National Curriculum Framework 2005, NCERT

DECENTRALISATION OF SECONDARY EDUCATION

DR. BIMAN MUKHOPADHYAY, WBSES

Senior Deputy Director of School Education, West Bengal (Retd.)

Introduction

It has been realized that education is an investment in social reform, for knowledge and skill development of new order, much needed for the knowledge workers society. Universal education has been positively correlated to economic development. It is also increasingly recognized that basic education in the face of globalization should include much more than primary education. In view of immense possibility of secondary education playing a major role in developing a 'learning society' as well as in meeting challenges posed by rapid socio-economic and political changes, many countries already have invested large sums of resources in terms of finance and manpower to improve secondary education.

Secondary Education in India : A Situational Analysis

Growth in number of Institutions and enrolment

While other developing countries already have experienced massive expansion of secondary education as it is evident from earlier analysis, in India, out of 97 million eligible group for secondary education (15-18), only 27 million students are enrolled in the school which means around two third of eligible population remains out of school according to the NSSO survey. It has been estimated that more than two lakh additional institutions at the secondary level would be required to keep the pace of ongoing development at the stage of elementary education with the initiation of DPEP as well as 'Sarva Shiksha Abhiyan'. Though the present situation of schooling facilities at the secondary level seems to be inadequate, this sector also has experienced increase in terms of number of institutions as well as enrolment as can be seen from the following tables.

Increase in Number of Secondary Schools (1950-99)

Table 1

Growth in Number of Institutions and Enrolment

Year	Number of Institutions	Boys	Girls	Total
1950-51	7416	1.3	0.2	1.5
1955-56	10838	2.2	0.4	2.6
1960-61	17329	2.7	0.7	3.4
1965-66	27614	4.4	1.3	5.7
1970-71	37051	5.7	1.9	7.6
1975-76	43054	6.5	2.4	8.9
1980-81	51573	7.6	3.4	11.0
1985-86	65837	11.5	5.0	16.5
1990-91	79796	12.8	6.3	19.1
1991-92	82576	13.5	6.9	20.4
1992-93	84076	13.6	6.9	20.5
1993-94	88411	13.2	7.5	20.7
1994-95	92252	16.0	8.4	24.4
1995-96	98134	16.1	8.8	24.9
1996-97	102183	17.2	9.8	27.0
1997-98	107100	17.08	10.10	27.24
1998-99	112438	17.26	10.50	27.76

Source : MHRD p-xxiv
Issues in Access, Equity and Quality

ACCESS
Recommendation of POA (1992)

For widening the access, the following steps were suggested by NPE (1986) and POA (1992) :

- Provision of necessary facilities in the existing secondary schools should be made with diversification of courses for science, commerce and vocational courses.

- Opening of high schools in un-served areas particularly those inhabited by SCs and STs taking 'block' as a unit so that the ratio of secondary schools to upper primary schools in not lower than 1:1.86.

- Location of schools needs to be decided based on school mapping exercise and on the basis of clearly defined norms and standard.

- Formulation of special plans by States/UTs ensuring increase in enrolment of girls, the SC and STs and other backward sections. Necessary guidelines to formulate the plans/mechanisms should be developed by the NCERT in consultation with the education authorities of States and UTs.

- Expansion of Open school system for those students who find it difficult to attend full-time school.

General Coverage

In reference to sixth survey data, it can be possible to examine what kind of provision has been made for access. According to the data given in Sixth AIES, about two-third (64%) of the rural population in India is served by the school facility within eight km. including 5.36% population served with in the habitation. More than 15 percent of the total habitations covering around 9.34% of the rural population are not served by secondary education even within the distance of 8 km. However, there has been slight improvement during the interim period of fifth and sixth surveys. During the fifth survey around 21% habitations with 13.46% population were not covered by secondary education within 8 km . of distance. During the sixth survey, only 5% habitations covering around 18% of total population were

found having secondary schools within them.

Observation

From the preceding analysis, it is clear that secondary education has an important role to serve in accelerating the pace of development of the country. Given the rapid rate of scientific, technological, economic and social change, secondary education has to incorporate new approaches to development an transaction of curriculum and in view of introducing new and suitable approaches, Secondary Education cannot be isolated from other sectors. It has to meet the needs and aspirations of those students. At the same time, it has to contribute meaningfully to the society by responding to the manpower needs. So it is required to establish a connection between schooling and work. Secondary education is also expected to prepare young people to face the challenges of fast changing societal values, rules and regulations.

- The present evaluation system needs to be reviewed and grading system should be introduced as per the recommendation made by NPE (1986) and POA (1992). There should be a continuous process of evaluation and capability of students in other areas like music, fine arts etc. also should be assessed.
- It is required to create an authentic database to facilitate identification of these needs. Suitable mechanism has to be developed to collect, collage, analyze and disseminate these data-based planning process.
- More flexibility may be needed to encourage different clientele groups to attend to secondary education. Some alternative arrangements like bridge course, camps correspondence course can be made to help the students from disadvantaged students including dropouts and unsuccessful candidates in board exam. Strengthening of open schools and vocational centres should be given due importance.
- Integrated approach in teaching of science and social sciences is to be adopted. Capacity building with specific inputs for integrated approach can be an area of concern for planning of resource support. Some need-based training programmes are to be conducted to make the whole system functional. Financial provision has to be made for capacity building of teachers and other staff.
- Substantial administrative reforms and development of monitoring and evaluation

mechanism are needed to facilitate school based management and to develop school community interface, which are the ultimate goals of decentralization.

- The thrust areas of policy and planning need to be identified according to the specific requirements of the states. It is necessary to identify state specific board development targets in different areas of education taking into account the potentialities and constraints present in each state and scope for improvement in performance, given these constraints. Finally, it can be said that more attention must be given to quality consideration. Recruitment and rationalization of posting of teachers need to be prioritized. More resources must, therefore, be provided for preparation of basic didactic materials for all levels and for conducting quality teacher training in different subjects. Apart from regular in-service and pre-service training, teachers are to be trained in new methods of classroom transaction, innovative teaching methods, TLM preparation and evaluation methods. Training of principals for managing and administrating schools is to be taken up seriously. Management, administrative and pedagogical support to the educational system must be improved and adequate financial provision has to made for this purpose. To improve the quality, top priority needs to be given to skill development and transition from school to work. Vocationaliastion is a very important aspect of secondary education. Adequate resources have to be made available for its effective functioning.

Secondary education : a challenge for the future

Secondary education is a crucial and terminal stage of the school system, it is a gateway for higher education and also a vital link to the world of work. While the developed world has reached a stage where secondary education has become universal, it is undergoing a transformation in the developing countries including India. The greatest pressure in the coming years will be to redefine the role of secondary education consistent with the long term social and economic development strategy pick up skills and competencies demanded in the labor market. However, this role of secondary education has also been questioned on may grounds. We have moved from a stage of supply driven, as was prevalent up to eighties, to that of demand-oriented courses in the early nineties. The recent trends indicate that even this is changing and the emphasis is shifting to general education, life long learning, alternating between education and work for which the present system is ill equipped.

We recognize that Secondary Education is mainly the concern of the

states but in view of its impact on the life of the country as a whole, both in the field of culture and technical efficiency, the Central Government cannot divest itself of the responsibility to improve its standards and to relate it intelligently to the larger problems of national life.

Secondary Education Commission, 1952-53.

A critical weakness of the contemporary situation lies in the weak and dysfunctional linkages between education and the world of work and the lack correspondence between the output of the educational structure and the labour make Education theories of the ancient and medieval time were based on the assumption that those who work should not think and those who think should not work.

Based on the recommendation of NPE, 1986, various programs for the development of secondary education were initiated. A major off-shoot of the NPE, 1986 was the establishment of residential schools called Navadya Vidyalayas, one in each district to serve the objective of excellence, coupled with equity and social justice (with reservation for SCs and STs), to promote national integration by providing opportunities to talented children from rural areas. These schools were expected to become catalysts of a nation-wide programme of secondary education improvement.

The secondary education still continues to be essentially teaching and teacher oriented. The learning process is yet to acquire the central focus of the pedagogical exercise. The creativity of the young, which is the basic instrument of human development, has yet not been given the attention that it deserves. Covering the syllabus, dictating notes or studying only the made easy books is becoming a tradition.

Another area of paramount concern has been the failure of the state and central governments to have an effective monitoring system to identify the implementation of various centrally and state sponsored programmes. The information collection, collation, management and its use for monitoring and evaluation ash remained a pipe dream for educational planners. The quality of wherever data is available has been questioned and may issues about the coverage, validity and reliability of educational statistics remain.

The system of education as it has emerged in India is the most complex and one of the largest in the world. Presently, there are about 6,27,000 primary, 190,000 middle, 112,000 high & higher secondary schools in the country.

The tragedy of educational planning in India has been that the plan period never coincided with

the major initiatives of MHRD. The convergence between the MHRD and Planning Commission on the long term development plan for education would be vital for the success of educational planning in India. For example, the implementation of NPE, 1986 started when the seventh plan was half way through. The DPEP initiated concept of district planning was started when the eighth plan was midway. The programme of SSA was initiated as a part of the ninth plan. None of the plan documents talked about the initiation of these reforms and had no financial allocations for initiating these activities. These imbalances are clearly the result of short sightedness and the myopic view undertaken by the development planners. It is due to these reasons that most plans have failed to have a serious impact on the educational development scenario. What could be worse than the fact that enrolment at various levels of school education has followed almost a liner trend for the last fifty years with a very high degree of predictability ?

At present, the private sector participates in secondary education either as private aided or as private unaided schools. The share of private unaided sector has grown considerably over the years and accounted for 8.7 percent at secondary and 10 prevent at senior secondary state. These numbers relate only to the formal schools and do not include the large number of unrecognized and unorganized institutions providing education and training to the adolescent population in 14-17 age group. Therefore, at this state, the nature and shape of public & private participation in educational development is difficult to visualize for 2020.

The public sector jobs, where certification was the main requirement, are fast vanishing. There are some concerns about the future of positive discrimination in the labour market. The reservation policy in public sector jobs for the SC. ST and OBCs would have no meaning, because few jobs would be created in the public sector, if the accelerated growth were to be achieved. Therefore, the perpetuation of the existing educational standards would lead to higher unemployment rather than creating more jobs,. In such a development scenario, **the role of secondary education will have to be viewed differently. We would, not doubt, need more of secondary graduates but not of the same type and quality as we are producing now. Therefore, the onus on the government is to provide leadership and facilitate the transformation of the secondary sector to meet the emerging challenges of the world of the work or else it would be overtaken by the events beyond its control. Hence, Decentralization of Secondary Education is badly needed.**

The emergence of private infrastructure for education and training of IT manpower has amply demonstrated that the private sector is here to stay and would in all probability continue to grow at a

faster rate as compared to the schools belonging to the education department. Such a move may also threaten to relegate the basic premise of Indian Development paradigm of growth with equity and social justice to the back seat. However, ways and means have to be found out to ensure that growth does not learn to accentuation of regional, social gender and economic disparities. Disparities in access to educational facilities of a comparable standard should be checked through various policy and related measures.

The school structure is not uniform in India. Many models prevail but the most common are 7+3+2 and 8+2+2. The +2 stage in some states is attached to colleges of higher education and schools offer instruction up to Grade 10 only.

The secondary education is seen as a preparation for admission to higher education. The 1986 policy provided for the vocational courses to be offered at the +2 stage. It aimed at development of appropriate attitudes, skills and knowledge for self-employment or for meeting the demand of the labour market. The policy also envisaged that 10 percent of +2 stage students would be diverted to vocational stream by 1990 and this share would increase to 25 percent by 1995. In reality, the vocational courses offered by secondary schools have failed to evoke interest among the students / parents. The share of enrolment in vocational courses has stagnated at about 5 percent. Many other centrally sponsored schemes intended to raise the quality of secondary education have failed to deliver the desired results. These included introduction of computers and efforts to promote science education in secondary education. While efforts are being made to introduce the concept of smart schools, these remain miniscule in scope and coverage. These are matters of concern, especially in the context of quality and relevance of education. **Decentralization** of Secondary Education is also obvious on this direction.

Not all high schools offer facilities for +2 stage. In 1998, there were about 80,000 high schools and 28,000 higher secondary schools (new pattern) in the country. In the next few years, the demand for secondary education would increase and the creation of facilities for high and higher secondary schools would require massive capital and recurrent investment. With repaid technological changes, the removal of obsolescence of equipment in vocational schools, up gradation and maintenance of computers and science laboratories would be a challenge of unprecedented magnitude.

At present the central government plays a limited role in the development of secondary education. However, in the coming years, a number of new initiatives would be required from the central sector to ensure equity in access, bridging the gap between demand and supply as well as for maintenance of standards. It is our conviction that by making education relevant to the needs of the world or

work, the demand for higher education can be contained to a large extent, especially for the liberal arts courses.

The school will no longer have the monopoly of imparting education as many new alternatives and flexible modes of teaching learning will emerge. Presently, such options are limited in the form of correspondence course and open schools. However, the future offers a great potential for more flexible modular systems offering 'education on demand'. These options would not be cheap. The price may be higher and beyond the reach of many rural poor families. Therefore, while planning for implementation of reforms at secondary stage, duel cater should be taken to liberate the school of its rigidities in the form of duration of the course instructional materials and the structured learning approaches. The learning centers of the future may not necessarily resemble the present day schools. The cheap modes of communication and sharing of information overcoming the time and space barriers has opened new vistas for teaching learning. The new e-learning based on interactive models between the teachers and students separated by thousands of miles is bound to gather momentum, at least for those who are digitally connected.

The analysis of examination results of the secondary boards of examination from various sates shows that on an average, 44 percent of all students appearing in Grade X are able to complete secondary education successfully (1993 Board examination results). Based on whatever data was available, the corresponding pass percentage of SC and ST students was calculated as 29 and 35 percent respectively. Therefore, more than half of the students are rejected for admission to Grade XI and this proposition is much higher for the SC and ST candidates. The inter-stage variations in pass percentage are extremely large. The UP Board examination results were quite revealing. In 1993-94, about 1.5 million children appeared in Grade X examination and three out of four children failed to pass the examination. The examination results disaggregated by caste and gender of the students were not available for most of the Boards. The proportion of student who passed with first division was just about 20 percent. The remaining 80 percent are equally divided among the second and third divisions. The more worrying aspect of the internal efficiency related to the decline in pass percentage over the years. Therefore, the quality of teaching learning and the evaluation processes require immediate attention. The problems with Grade 12 examinations are equally serious. The pass percentage in most of the boards was not much different from Grade X examination. Further analysis indicated that majority of students fail due to poor score in mathematics and science subjects.

The demand for the secondary sector can be estimated in different ways.

a) The first method assumes that by 2020, universalisation of secondary education (USE), equivalent of ten years of education would take place and all the children in 6-15 age group would be in schools. If these targets are achieved by 2020, then USSE covering 16-17 age group couid be attained by 2025.

b) The second method in based on historically obtained trends and is based on the assumption these trends would be valid for future also. However, for the present exercise, we have slightly modified the trend based to incorporate some improvements in internal efficiency of the educational system.

c) The third method is essentially an accelerated trend method and is based of the assumption that significant improvements in the internal efficiency at secondary and senior secondary stage can be brought about. This model is also related to the assumption that all children and secondary stage would be able to complete secondary education.

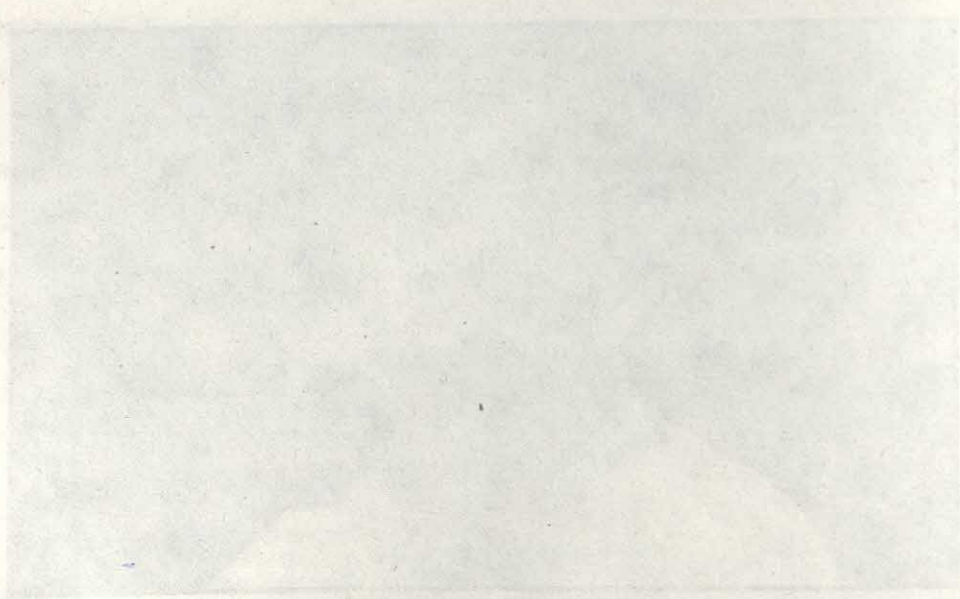
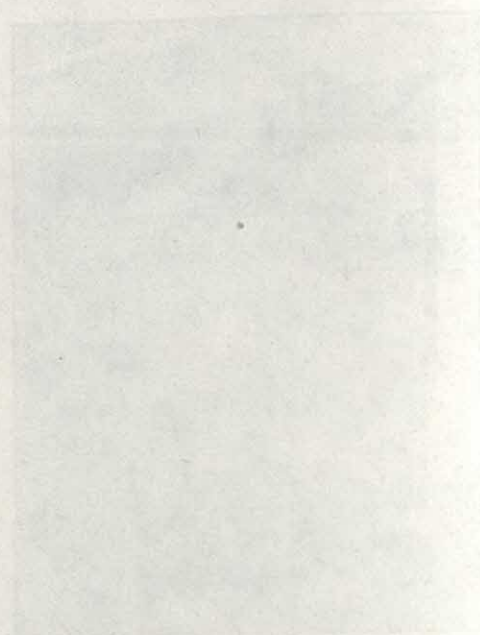
By analyzing the views & concepts / ideas in the foregoing Paragraphs, specially considering the situation prevails seems to be serious in nature. Hence, the guidelines and strategies for such Decentralization of Secondary Education will have to be suitably undertaken in order to overcome the crucial situation & to achieve the target of universalisation of Secondary Education.

It is expected that the discussions and interactions and deliberations of the learned faculty members will give a right direction towards the goal of Decentralization of Secondary Education.

REFERENCES

- Annual Report (1999-2000), & (2000-2001) Govt. of India, Ministry of Human Resource Development, Department of Education
- Challenges of Education – a policy perspective 1985 Ministry of Education, Gol, New Delhi.
- Education in India in 1993-94 Govt. of India, Ministry of HRD 1998.
- Education and National Development, Report of the Education Commission (1964-66), Gol, New Delhi
- Education for all year – 2000 Assessment, NIEPA, New Delhi.
- NPE 1986 Gol, New Delhi.
- Programme of action (1992), Gol, Ministry of HRD, New Delhi.
- Quality Education in Global Era, Country paper; India, Fourteenth Conference of Com mon wealth Education Ministers, Halifax, Nova Scotia, Canada
- Report of the University Education Commission 1948.
- Report of the Secondary Education Commission 1952.
- Report of 6th All India Educational Survey 1993.
- Singhal R.P. (1995), Management Interventions for raising the quality of Secondary Education towards quality of Secondary Education.
- UNESCO, (1993) World Education Report, 1995, UNESCO, Paris.
- UNESCO, (1999) Second International Congress on Technical & Vocational Education, Seoul, Republic of Korea.

Dr. Biman Mukhopadhyay is delivering lecture in the seminar

Dr. Bhabani Prasad Raj, officer-in-charge, Govt. College of Edu. Burdwan is delevering his lecture in the work shop.

EDUCATION AND ITS EVOLUTION

- A retrogression or progression?

Dr. Pijush Kanti Saha
Officer-in-charge
Barasat Govt. College

Biologically evolution means origin of new species from the predecessors. Our education system has undergone tremendous transformations during last fifty years or so. Education offers a person the tool which can create an advancement of learning.

The main objective of education still today remains the same but the process of teaching, use of materials for teaching have been totally changed in a modernized schools, colleges and universities.

If we try to remember the days of fiftys' and sixtys' what do we see? During that time the students need to go to the libraries and engage themselves in reading text and reference books. They used to attend the classes regularly and request the teachers to make them understand the subjects effectively and clearly what they were taught by the teachers. At that time most of the students had their notes our specific topic prepared by themselves and corrected by respective teachers. The teachers used to teach the students simply using black board and chalk and seldom charts, models and instruments for science subjects.

To keep pace with the developed countries of the world in India, the process and technique of teaching have been totally changed. Now a days in some institutions students are taught with audiovisual system which provides better understanding of the matters and long lasting effects on the brain of the students. But majority of the student communities are being deprived due to non availability of such benefits.

There is a tendency of getting better marks in examinations simply memorizing few selected topics of the subjects. Students are least interested in going to the depth of the subjects. So trunncated Knowledge of any discipline in general the most students have now

a days of course with rarest exceptions.

There is a switch over of question pattern for the assessment of the students about their knowledge over the subjects from essay type to short question answer type. With this system a student can get better marks even not knowing the subject matter in detail. It is observed that a student can get an idea of the probable questions of last four or five years as the questions can not be of indefinite numbers.

Students now a days are very reluctant in attending classes as we can not take strong steps for various reasons. They are allowed to sit for the university examination though they can not satisfy the stipulated percentage of attendance. It is the norm of the day to have Xerox notes of fees selected topics from elsewhere and sit for the assessment.

Let us have the meaning of the word 'Education' letter by letter. E – means enlargement of mind; D – discipline; U – universal out look; C – character building; A – active habit; T – trustworthiness; I – ideation of supreme; O – omniscient grace and N stands for nice treatment. We also know that Education is both a training of mind, training of souls which give both knowledge and wisdom.

Do the present students bear these features. as teachers? It is our incapability, we can not mobilize the students because of the institution, of the new system and also unwilling attitude of them.

Teachers training can equip a teacher with all modern techniques but can not change mind set up of the students. With the advancements of biological science common people also know that enzymes work on substrates. If the teachers do not get the substrates i.e. students, how can they work. We have to think over it and find a solution to this critical educational crisis.

SOME ASPECTS OF TEACHING

Dr. H.K. MANDAL
Asst. Prof in Economics and Officer in Charge
Govt. College of Education, Banipur, North 24 Parganas.

Traditionally, teaching was considered to be an act of imparting knowledge to the learners in the classroom situation. But according to the modern connotation of the term, teaching is a process by which a learning situation is created where a learner can learn and acquire new and desired knowledge through a preplanned activity or learning experience to construct his or her own concept regarding the matter. Now-a-days it is believed that no one can teach something, he can only create the situation conductive to learning.

The destiny of the Nation is decided in the Classroom. For the national development, the children's overall development is very important. This responsibility has been kept as a crown on the head of the teachers.

When man was dwelling in forests, the methods of communication were gestures, signals, sound production etc. From these, man started the growth of civilization. Now-a-days communication strategies have advanced to the programme, due to the development of science and technology. But, still the classroom interaction process is basically dependent on teacher-children direct communication.

Communication in the classroom interaction involves many skills of the teachers such as verbal and non-verbal. Non-verbal communication has the following elements such as gaze, facial expressions, gestures and body movements. Verbal communication has the intonation in speech with rising and falling intonation. With these verbal non-verbal communication, teacher has to sing, dance, act, play, narrate, explain, etc. to make children feel, understand, analyze, apply and attain skills for achievements. It also creates a lively and congenital classroom atmosphere. In spite of the availability of all audio-video materials like pictures, media, T.V. films, projectors, etc. the situation could be created in the classroom by the teacher's presentation. Teacher is the best communication.

TO BE A GOOD COMMUNICATOR :

a) An effective communicator requires a complicated set of skills.

b) A communicator has to engage the attention of his listeners.

c) A communicator has to be sensitive to the characteristics of the listeners.

d) A good communicator requires adapting his messages to take into account "who the listener is what the listener already knows and what the listener needs to know".

e) An effective communicator has to be sensitive to listener's feedback.

f) A communicator must learn to adjust his speech to suit the situation.

g) A communicator must know what things puzzle his students.

h) A good communicator has to know what problems do they wish one could help them solve.

FOR EFFECTIVE COMMUNICATION :

Effective communication means inspiring the listeners. Talking with another person involves several interconnected steps such as

a) A transaction system.

b) A guidance system.

c) A facilitation system.

d) A fuel system which the motive for talk with meanings, intentions and action to be communicated for better understanding of the information.

For effective communication, words and gestures are often used together. Gesture and language are the parts of the same messages and require an integrated response. It is clear that, communication skills develop at different rates for different kinds of communication.

Children get their basic education as primary classes. Hence, when the teacher teaching children, the concept clarity, understanding, feeling, imagination, creativity, etc. are to be developed. To satisfy this teacher should do Verbal and Non-Verbal communication in the classroom.

The following 15 items comprising different aspects of teaching may be kept in mind before and after going to the classroom and even at the end of the class. Specification of such item has also been given.

NO	ITEM	SPECIFICATION
1.	Appropriateness of instructional Objectives	Clarity, relevance to the content, adeqiacy with reference to the domains and levels of objectives, attainability in terms of pupil outcomes.
2.	Proper organization of content	Logical organization according to content and psychological organization as per need of the pupil
3.	Creating situations for introducing the lesson.	Greeting, accepting greeting, securing attention and giving rapport, ensuring facilities like chalk, duster, aids, apparatus, etc.
4.	Effective introduction of lesson.	Linking with past experiences, link between introduction and main parts properly formed, use of appropriate devices – techniques like questioning, examples, exhibits etc.
5.	Question properly structured	Structuring questions at different levels, which are grammatically correct, unambiguous, precise and relevant to content.
6.	Questions well delivered and distributed	Questions delivered with appropriate speed, with proper intonation, and pitch allowing pause for thinking and questions covering even non volunteers.
7.	Pupil responses properly handled	Handling pupil responses, techniques like prompting, eliciting further information, refocusing and asking critical awareness questions.
8.	Explanation clear and concrete	Clarity, continuity, relevance to the content using beginning and concluding statements, covering essential point.
9.	Used appropriate examples for illustrations	Simple, interesting illustrations and relevant to the point being explained.
10.	Used appropriate teaching aids for illustrations	Relevant to content, appropriate to the pupil's level, properly displayed and appropriately used or handled.

11.	Varied stimuli for securing & sustaining pupil attention.	Appropriate body movements, gestures, change in notation and pitch, change in sensory focus, change in interaction pattern and pausing. Aural-visual switching and encouraging pupils, physical participation.
12.	Used appropriate verbal and non-vebal rein-forcers.	Use of praise words, statements, accepting and using students' ideas, use of pleasant and approving gestures and expressions, writing pupil answers on blackboard.
13.	Appropriate pacing of the lesson.	Adjusting the speed of the lesson to the level of the pupils.
14.	Innovations	Providing novelty in teaching approach, student activities, lesson structure or teaching aids.
15.	Conclusion of the lesson	Giving the lesson a logical closure with asking adequate recapitulation questions.

To be a good teacher he has to be need analyser, classroom manager, diagnostician and planner. He must be resourceful, innovative, caring and flexible in nature. The good teacher must be dynamic, creative, enthusiastic and systematic.

Now the teacher is seen less as person of authority who leads and controls but rather is seen as "a friend, a mentor, a facilitator, or an experienced traveling companion" (Forbes, 1996). Wholistic teacher education should focus on recognizing the innate potential of student-teachers for intelligent, creative, systemic thinking. It should be more concerned with the growth of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials and actively engaging student-teachers in the teaching/learning process in an integrated manner to develop the whole teacher.

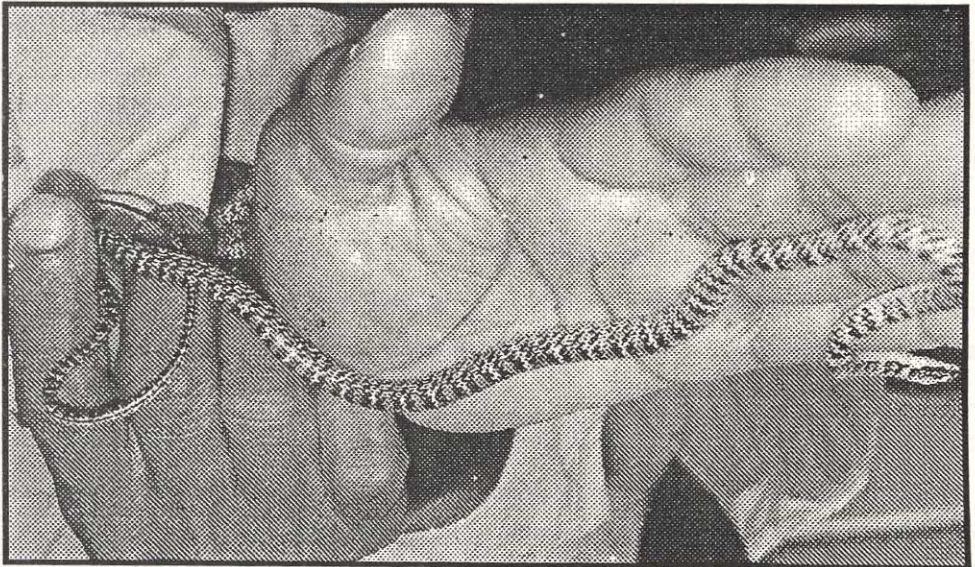
REFERENCES :

i) RESEARCHING WHOLISTIC EDUCATION, Centre of advanced study in education. Faculty of education and psychology. The Maharaja Sayajirao University of Baroda, Vadodara – 390002, 2008- 2009.

ii) PSYCOLOGY OF LEARNING AND INSTRUCTION, Dr. J.Banerjee, Dr. S.Nag, Dr. G. Dutt.

iii) THE EDUCATIONAL REVIEW, A monthly record for India, Vol. 47, January – 2007, No. I

iv) Guidelines for supervisor from IGNOU.

The students of the College are singing opening song.

A scene from the workshop on Science Awareness

EFFECTIVE TEACHING AS A PROFESSION

Goutam Patra

Lecturer in History

Govt. College of Edn. Banipur

Teaching is considered as the noblest of all professions. But the profession can not be regarded as noble unless it is transformed into dedication. The profession concerns for the welfare of society above the personal interests. It requires specialized and systematized knowledge and skills. It involves many responsibilities. Sidney Dorros has given a list of ten such responsibilities.

They are : (1) Co-operative determination of goals of education, (2) Adoption, observance and enforcement of a code of ethics, (3) Research and accumulation of professional procedures, (4) Education in professional procedures. (5) Accreditation of professional schools, (6) Recruitment, selection and orientation of candidates for the profession, (7) Certification of members of the profession, (8) Maintenance of economic welfare, (9) Maintenance of desirable work climate.

The tasks before the teaching profession :

1. The teaching profession should join with the public involving and implementing a policy on education, in determining the goals of national education and promoting the welfare of the people.
2. The teaching profession should strive to achieve autonomy in the adoption of instructional objectives and methods exercising control to discipline the professional conduct of teachers.
3. Kothari commission has remarked that a sound programme of professional education of teachers is essential for the qualitative improvement of education.

There is a popular belief that teachers are born and not made. Teaching is considered as an art, while many consider it as a complex set of skills, which could be developed by sufficient instruction, practice and exercise. To make the profession nobler and teaching more effective the following suggestions may be followed:

(1) The teacher must understand the aims and objectives of education, (2) The teacher must understand how a school curriculum can be devised to fulfill these aims and objectives. (3) The teacher must understand the basic principles of child growth and development and the process by which a child learns. (4) On the basis of an understanding of the child the teacher must learn how to plan and present

subject matter in a manner which will arouse the interest of the pupil. (5) The teacher must possess an adequate knowledge of the areas of the curriculum, language, social studies, Mathematics, General Science, Physical and health education and he must develop methods of presenting this knowledge more scientifically and psychologically, (6) The teacher must strenuously promote the development of the school as a community, recreational activities and a sense of responsibility among the pupils.

Now to make the profession a successful one we need to have a look over effective teaching. Teaching is not just telling. It is communicating, when we give a learner a piece of knowledge, instruct him about something, impart some skill or make him wise about an object or thing, we are teaching him. Unless teaching is reflected in the development of the students, it cannot be considered as effective. Efficient teaching is a part of effective teaching.

A resourceful teacher can make his teaching effective by his sense of humour, use of appropriate illustrations, use of suitable audio-visual aids, involving students in practical work use of language appropriate to the class and capitalizing the motivation of students. Effective teaching includes a variety of competencies. These competency can be developed through training. Experiments in microteaching, competency based education and self-instructional devices have yielded valuable information about the development of teaching skills.

Effective instruction may be defined as the capacity to bring about desired changes in the abilities and perceptions of the learner. There is no such thing as a 'cut and dried' formula for effective teaching. All we can do formulating suitable instructional objectives aimed at modifying behavior of the learners. While formulating instructional objectives, the teacher should ask himself what do I want my students to become? What the teacher wants the learners to become is something to be decided by the learners themselves under the intelligent guidance of the teacher. Some steps of goal oriented teaching may be followed :

i) Specification of objectives in terms of learners behavior, (ii) Finding out the readiness of the learner and if necessary, helping them to get ready for learning experience, (iii) Designing and implementing instructional sequence, (iv) Evaluation of the attainment of specified objectives by the learners, (v) If achievement is satisfactory, proceeding to the next sequence to be mastered. If achievement is unsatisfactory, identifying the causes and remediation.

To get the profession more successful, a teacher needs Pre-service and In-service training. A teacher who does not refresh his mind is like a stagnant pool and its water is not good for drinking.

Hence a teacher should be a running stream instead of a stagnant pool. 'A lamp cannot light another lamp unless it continues to burn its flame'. So a teacher should have to keep pace with the changing circumstances and modern concept of education. The teacher plays a major role in mulding, shaping and forming the character of the students. So the teacher trainee must be a man of high intelligence in his field.

Professional competency can be developed if a teacher seeks his satisfaction and works out his salvation in the discharge of his duties as best as he can in co-operation with others. In the light of upto-date knowledge, he should feel quite competent to work with the children as they are 'friend Philosopher and guide' and allow children to choose their work according to their tasks, abilities and inclinations. There is a changed mental outlook that in the present society the teacher has to maintain free discipline by virtue of his personality inherent or acquired, and to deal with the children and their problems in a spirit of co-operation. The proverbial statement that 'Spare the rod and spoil the child' untenable in the present days. Naturally his weapons are mostly psychological, falling in the category of love and sympathy. He should have an open and receptive mind to accept new ideas from all quarters; He should also develop logical and reflective thinking to critically examine the pros and cons of all matters in an unbiased way. A man with all human interests, he is fully aware that as a profession, education is no less jealous a mistress than any other, demanding an unusual alertness of mind and willingness of the spirit to serve and guide immature children and unsteady adolescents, committed to his care. The teacher must have a genuine love for children, ready to take any amount of trouble for their welfare.

It may be concluded that teaching as a profession is a strenuous job with full of responsibility and the success of which depends truly on effective teaching and development of ideal qualities through training and constant adoption to changing society. In a democracy, which is secular in character, the teacher has to judiciously guide the students through appropriate activities so that those students can understand the ethical values of life not only for the good of the society but also for their happiness. These are new responsibilities in a changed social set up where he has to take courage in both hands to discharge them fully well.

ROLE OF COLLEGE LIBRARY IN PROVIDING QUALITY EDUCATION

Abu Sayed
Librarian (S.S.)
Govt. College of Education, Banipur, 24 Pgs.(N)

Introduction :

Generally a college is regarded as an institution of higher learning / education. Library is an integral part of an academic institution. It is a resource for learning. It plays a piovotal role in teaching programme of a college / university. Due to advancement in the fields of S & T (Science & Technology) and R & D (Research and Development) activities explosions have been occurred in information generation and literature publishing both in forms and formats. So the scene of education has undergone a revolutionary change in India. To cope with this change library and information services are absolutely essential to achieve the developmental goals, improve quality of life through qualitative education, preserve and make known the past and present cultural heritage in its multiple forms i.e. books, journals etc., these forms are of two kinds viz – (i) Book form & (ii) Non-book form i.e. maps, charts, C.Ds-CD-ROMs, microfilms and audio-video materials and computer networks etc. College/Library serves as intellectual catalyst for socio-economic development by providing facilities of the purposes of acquiring education, information, recreation, aesthetic appreciation and research. The basis information role of a college library is to collect materials containing information through appropriate methods. It is primarily in this sense that library is described as an 'Information Centre.'

1. Academic Library :

An academic library whether it is a school library / a college library / a university library has to function as a support to the academic programme/s of the institution it is attached to. Any change in the programmes, functions and needs of the college / institution is bound to have implications for its library. No academic institution can achieve its objectives efficiently without the proper support of a well organized and modern equipped living library.

1.1 *College Library* :

A college library serves the students and teachers. It supports the objectives of the college.

Thus the basic function of it is to assist its parentbody to carryout its programme/s. It adequately serves the needs and requirements of the teachers and students towards reading, study and research. It provides quality education by following the 'guiding principles' of Library Science governed by the five laws of S.R. Ranganathan (father of Library Science)

1.1.1 The five laws of Library Science are :

a) Books are for use.

b) Every reader his / her book.

c) Every book its reader.

d) Save the time of the reader and

e) The library is a growing organism.

The implications of these laws actually make a modern college library. The above five laws can be restated substituting 'books' with 'information' and 'library' with 'information systems' which are eminently fit in the new context of changing education and changing needs of the society.

1.1.2 The restated five laws are :

i) Documents / information are for use.

ii) Every user his / her document / information.

iii) Every document / information its user.

iv) Save the time of the user and

v) The documentation / information system is a growing organism.

2. Quality Education through Library :

The following library services may be provided for enhancing the quality of education in a good college of education.

i) Lending services : Book/s is/are issued for home for a certain period of time. Effective lending service is possible when a college library has well developed collection.

ii) Reading room service : Book/s issued for instant reading sitting in the library's reading room at readers' choice.

iii) Instruction in the use of the library.

iv) Reprographic service i.e. Xerox facilities.

v) Assistance in the location i.e. searching of documents or use of library catalogue or understanding the reference books to study the special subject at a deeper level and

keep the readers acquainted to the latest developments in their subjects. Good books have the power of lengthening and brightening the lives of a multitude of students. They bring light into darkness and sunshine into shadow.

vi) Display of the list of addition of new books and journals for quicker selection of documents.

vii) Inter-library loan for resources sharing.

viii) Reservation of documents for meeting the crying needs of other users.

ix) Readers advisory service i.e. Referral service.

x) Reference service for further reading for acquiring knowledge in depth. A classroom teaching gives students an overview of subject taught. Such teaching remains incomplete to the learners if they do not consult relevant documents properly.

3. Conclusion :

In the present day situation the college library is shifting its role from the custodian of traditional / conventional library system to the provider of service oriented digital information resources. Widespreid use of computers increased reliance on computer networks, rapid growth of internet explosion in the quality and quantity of information have compelled a college library to adopt new means and methods for the storage, retrieval and dissemination of information. Effective application of ICT (Information and Communication Technology) in college library helps in performing its operations and services efficiently. It provides enhanced user satisfaction cost effectiveness, rapid responses and easier operational procedures. A modern automated college library and information centre enables information transfer and access to information for satisfying the ultimate goal/s of a college to provide quality education. So library facilities should be developed as a part of the total programme of a college. Hence many initiatives to be taken for making this college library a modern one as it is running in traditional mode since its estabolishment

References :

1. Taher Mohammed : Libraries in India's National Development perspective; New Delhi, 2001

2. IASLIC : Library profession in search of a new paradigm XXII, Nationation Seminar of IASLIC; Kolkata, 2008 (During 10-13 Dec.)

3. Banerjee, Archana : Philosophy and principles of education; Calcutta, 1989.

4. Biswas, (A) and Aggarwal, (J.C) : Education in India; New Delhi,1988

Improving Memory : A Challenging Task

Dr. Urmi Chakraborty
Lecturer in Psychology (WBES)
Govt. College of Education, Banipur

One common consideration for a successfull student is his /her capacity of memorization. Teachers are frequently found to forget the names of their students. Pupils often get surprised looking on their poor skill of memorization at the examination hall. Forgetting is an obvious phenomenon in the centext of memorization.

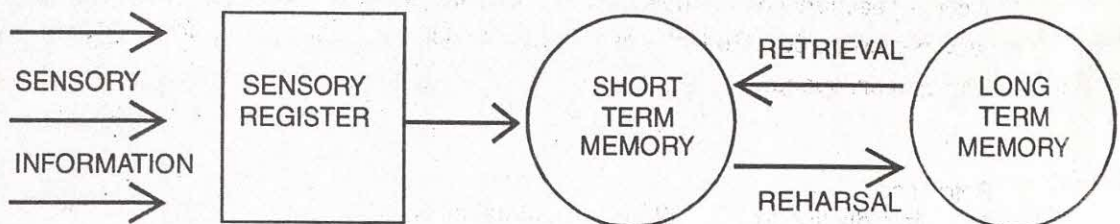
An well accepted and simple theory of memory may be mentioned to explain the issue. Three distinct processes have been identified for analyzing memorization. Those are–

- ***Encoding Process***
- ***storage process and***
- ***Retrieval Process***

Whan the sensory information is received and transformed into a form or code–it is the **encoding process.**

Storage is the process of actually putting coded information into memory.

Retrieval refers to the process of gaining access to stored or coded information, when it is required. It helps us to understand the phenomenon of inaccurate memory. If the encoding of information is not proper, the encoded information may not he well fixed in memory. Thus the retreival of stored information may be imroper, biased or faulty.

A number of models have been proposed today showing the flow of memory from immediate to long, outstanding fashion.In this respect the information processing theory offered by Richard Atkinson and Richard Shiffrin (1968) may be discussed. Here, memory starts from the sensory input from the environment. The information is held for a very frief period of time in a sensory register, associated with the sensory channels (vision, hearing, touch, smell and taste).

An Information processing Model of Memory Based on Atkinson and Shiffrin ; 1968.

The sersory input recognised in a sensory register may be passed on to 'short term memory.'

Here it is held for perhaps 20 to 30 sec. (of course with variation). Informations that is reharsed may be passed along to 'Long term memory.'

Information which is not processed that way, is gradually lost. The issues placed in Long term memory are organised into categories. In this way the categotied items may stay there even for lifetime. When we remember something, a representation of the item is retreived or withdrown from the long term memory.

There are some other interesting parallel theories after this information Processing Model. One such contrasting model has been suggested by few Psychologists (Craik ad Lockhart; 1972, Craik and Tulving, 1975) . According to this model incoming sensory information can be worked on at different levels.The deeper the analysis the better the memory is.

The first level is simply perceeption i.e. receiving sensory inputs through sensory channels.

At the some what deeper level (the second level) the structural features of the abtained inputs are analyzed.

Finally at the deepest level (the third leval) the meaning, the characteristics and the entire features of the input are taken into consideration. Analysis of the received inputs to the deepest level of memory gives the best memory.

From the above illustrations the nature of deepest level memory has a close similarity with long term memory as stated in information processing model. So whatever the fact may be these discussions enable us to reach towards few relevant points for good memorization.

- Receiving the information from external world or internal self is pre-condition for memorization. Such information may be obscure, direct and distinctive in order to find their space in short term or 'level one' memory.

- Repeating the information, reharsng the points enable us to club, categorize and understand the obained data for ensuring their placement at long term or level two memory.

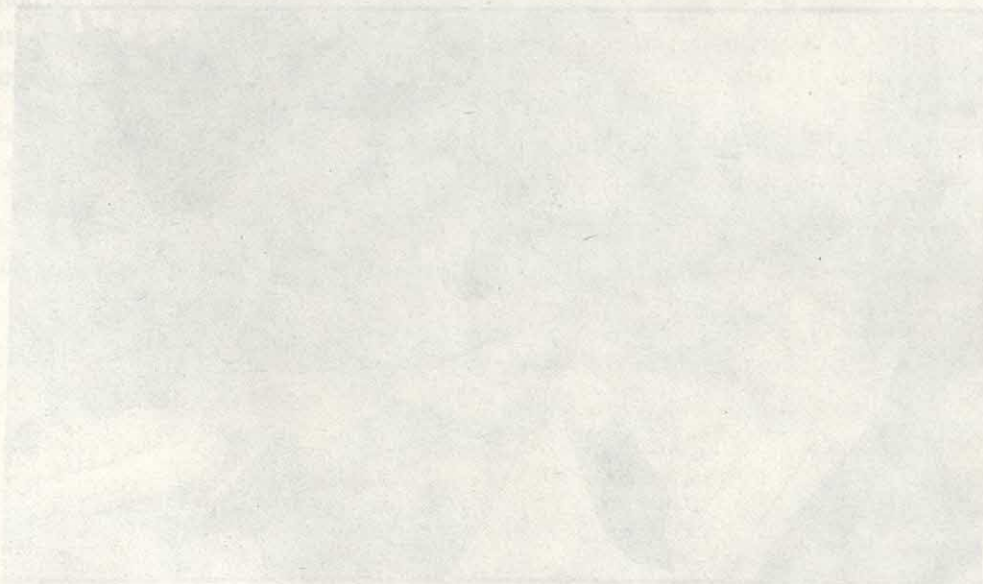
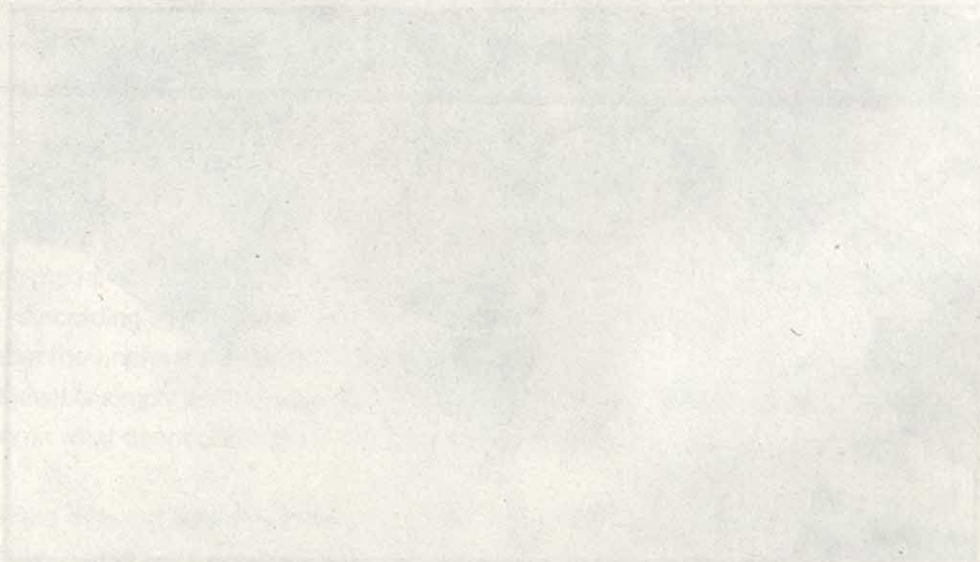
- Reproducing the obtained information in the appropriate situations reffect the deepest level analysis and its successful or satisfactory stay at long term memory space.

Quality teaching may be enriched if such theoretical explanation of memorization is taken into account. Teachers can do the justice to the content to be presented On the otherhand students find it easy to keep the collected information after attending them sufficiently and arranging their stay at long term memory spece.

Reference :

1. Introduction to Psychology ; C.T. Morgam, R.S King ; J.R Weisz and J. Schopler.
2. Introduction to Psychology ; E. R. Hiligard, R.C. Atkison and R.L. Atkinson
3. Psycholigy of Learning and Instruction J. Banerjee, S. Nag and G. dutt.

Prof. Kaustuv Bhattacharyay is participanting in the seminar

Dr. Sutapa Thakur & Dr. Urmi chakraborty
are interacting with the participants in the seminar

Quality Teaching – গুণগত শিক্ষা দান

ভাস্কর গোপাল প্রসাদ মণ্ডল

রিডার ইন মডেলিং এণ্ড স্কালচার, গভ্ কলেজ অফ্ এডুকেশন

বাণীপুর, ২৪ পরগণা (উত্তর)

বিবেক বুদ্ধির দর্পণে মানুষের প্রতি মানুষের উন্মেষ ঘটিয়ে সত্য ও পবিত্রতার পথ ধরে বিশ্ববাসীর কাছে ভারতীয় অধ্যাত্মবাদের পাশ্চাত্য সমাজ জীবনের নব উন্মেষ ঘটিয়েছিলেন স্বামী বিবেকানন্দ।

ভয় দুর্বলতার চিহ্ন। সেই চিহ্নকে সমূলে উৎপাটিত করে আত্মিক শক্তির বিকাশ ঘটিয়ে বিশ্বায়নের যুগে শিক্ষার দ্বারা চরিত্র গঠন, কর্মের দ্বারা তরুণ প্রজন্মকে বিকশিত করাই ছিল তাঁর একমাত্র লক্ষ।

কর্মই ধর্ম, আধুনিক পাশ্চাত্য বিজ্ঞানের প্রসার ঘটিয়ে মাতৃভূমির শিক্ষার পরিবর্তন করতে চেয়েছিলেন তিনি। শিক্ষার নন্দনতাত্ত্বিক বৈরগ্যের পথে পরমব্রহ্ম বা পরম সুন্দরের সান্নিধ্যই জীবনের লক্ষ্য। বৈরাগ্যের পথে পাশ্চাত্য শিক্ষার মায়াবন্ধনের মুক্তি ঘটিয়ে নির্বিকল্প সমাধির চরম উপলব্ধি স্বাগত জানালেন তিনি। ''দেবভাব আর্ট ইন্-ইণ্ডাস্ট্রীর''প্রসারে।

প্রতীক সত্যকেই প্রকাশ করাটাই জীবনের লক্ষ্য হওয়া উচিত। Form and content কে তথ্য এবং তত্ত্বকে নির্ভর করে সমাজ জীবনের সর্ব্বাপেক্ষা উন্নতি, দারিদ্র দূরিকরণ, নারী শিক্ষার প্রাধান্য, দেশ গঠনের দায়িত্ব শিল্পের পূর্ণাঙ্গ প্রকাশ চেয়েছিলেন তিনি।

জড় বিজ্ঞানের প্রভাবে যখন শিক্ষার রাজ্যে ধর্মের ভাঙ্গণ দেখা দিয়েছে, তখনই বিবেকানন্দ, অশিক্ষা, কুশিক্ষা, পরাধীনতা এবং দারিদ্রের মুক্তি চেয়েছিলেন। অধ্যাত্মিকতার পথ দিয়ে। তাঁর মতে সুক্ষ্মাতি সুক্ষ্ম থেকে অসীমের অনুভবের প্রচেষ্টা, সৃজনশীল জীবন এবং উচ্চতর সত্যে আরোহন আমাদের পরিপূর্ণতা। ঈশ্বর সাকার না নিরাকার তার বিচারের দন্দ্ব না করে তিনিই প্রথম সত্যের উপলব্ধির কথা বলেছেন। মহাবিদ্যা-শাস্ত্র পরম গুরুর কাব্য অনুধ্যান এবং মাতৃভূমির সেবা পরম প্রেমের তিনটি প্রজ্বলিত দীপ শিখা। শিক্ষায় সমগ্র মানব জাতীর অভয়ের পথ নির্দেশ।

শিক্ষায় কূপমণ্ডুকের মত আহার বিহার কিংবা নিজ জগতের মধ্যে থাকলে সমগ্র বিশ্বের শিক্ষার মান এবং শিক্ষাদান উন্নত থেকে উন্নততর হবে না। বিবেক বুদ্ধির সমন্বয়ে আন্তরিকভাবে সর্বস্তরে শিক্ষার প্রদীপ প্রজ্বলিত করাই Quality Teaching এর লক্ষ্য হওয়া উচিত। মানবতা বোধের সঙ্গে ধর্মের, ধর্মের সঙ্গে কর্মের সমন্বয় ঘটাই প্রকৃত শিক্ষার আন্তরিক সাধনা হওয়া উচিত। বিশ্বাস এবং অবিশ্বাসের স্তর বিন্যাস বিশ্লেষণ করে কপটতার জাল পরিহার করে সত্য পথে বিশ্ববাসীর পার্থিব উন্নতি এবং পারলৌকিক মঙ্গল কামনাই লক্ষ্য হওয়া উচিত।

চেতন চৈতন্যের সৃজনভূমি মহাবিদ্যালয়। মহাবিদ্যালয়ে কোন পার্টির ধ্যান ধারনার বশবর্তী হয়ে শিক্ষাদান করলে শিক্ষার মান উন্নত হতে পারে না। শিক্ষা এবং প্রত্যেক শিক্ষার্থিকে দলের উর্দ্ধে গিয়ে প্রকৃত শিক্ষার মূল্যায়ন করতে হবে। আজ শিক্ষক হিসাবে বুঝতে পেরেছি প্রকৃত শিক্ষার জন্য ত্রিভুজের তিনটি বাহু চারকলা, বিজ্ঞান ও ধর্ম এবং তার তিনটি কোন বিবেক বুদ্ধি আর মন এর উন্মেষ ঘটানোই মানবতার বিশালতা।

জীবনের যেমন তিনটি ধাপ শৈশব, যৌবন, বার্ধক্য তেমনি প্রকৃত শিক্ষার স্তর বিন্যাস Time and space related নিছক গণ্ডির মধ্যে সীমিত থাকতে পরে না। সীমা থেকে অসীমের যাত্রাপথে বিচরণ করাই তার লক্ষ্য। দর্জির তৈরী একটি জামা যেমন সারাজীবন পরা যায় না, ঋতু পরিবর্ত্তণের সঙ্গে সঙ্গে তার সাইজ ও পরিবর্তন করে; তেমনি প্রকৃত শিক্ষক Quality Teaching সময়ে সময়ে পরিবর্তন করে। তাই যুগে যুগে লোকগুরুর পরিবর্তন ঘটেছে। অপূর্ব ধীশক্তির দ্বরা বিজ্ঞান চেতনার উন্মেষ ঘটানই বর্তমান শিক্ষাগুরুর কাজ।

প্রদীপ প্রজ্বলিত হলে প্রদীপের তলায় অন্ধকার থাকে। কিন্তু চার পাশে যদি চতুবর্ণের দর্পণ রাখি মনে হয় অন্ধকার আর থাকবে না। তাই বলি, যে শিক্ষক জ্ঞানের প্রদীপ প্রজ্জ্বলিত করবে তাঁরও আপনার অবয়ব দর্পনে অবলোকন করা উচিত নতুবা Quality Teaching থাকতে পারে না। নিছক কতগুলি মুখস্থ বুলি কপচালে পূর্ণাঙ্গ শিক্ষার আলো জ্বলবে না। উৎসাহ উদ্দীপনার সাথে যদি উদ্ভাবনি শক্তির বিকাশ ঘটানো না যায়, দেশপ্রেমের স্বপ্ন জাগানো না যায়, বুদ্ধির সাথে বিবেকের সংযোগ ঘটানো না যায়, ডিগ্রীর সাথে যদি পুস্তকের মধ্যেই বিদ্যা অস্পষ্ট থাকে তবে কোন মতেই সময়ের সাথে বিদ্যার্থির মাতৃভূমির সংযোগ থাকবে না। আকাশে হতাশার মেঘ জমা হতে থাকবে।

লিডারের লেডার দ্বারা শিক্ষার মান উন্নত করা যায় না। চরিত্রের সজীব আলোয় কর্মের সাথে অধ্যাত্মিকতার মিশ্রণ ঘটিয়ে শিক্ষার দৈন্যতা দূর করতে হবে।

আকাশ কুসুম কল্পনার সাথে কাল্পনিক আদি দৈবিক, আদি ভৌতিক, আধ্যাত্মিকজ্ঞানের কোন সামজস্য করা যায় না। ভাবের সঙ্গে ভাষার এবং বিদ্যার সঙ্গে জীবনের সম্পর্ক যদি না থাকে তবে সে শিক্ষা কুশিক্ষায় রুপান্তরিত হয়। ছাত্র শিক্ষক অপুষ্টিতে ভোগে। শিক্ষাকে পুস্তকের গণ্ডির মধ্যে আবদ্ধ রাখলে পূর্ণাঙ্গ শিক্ষার গুণগত মান সম্পূর্ণ হবে না। বিশ্ববিদ্যালয়ের ডিগ্রীর বোঝা নিয়ে অর্থ উপার্জন করা যায় সত্য কিন্তু প্রকৃত মানুষ হওয়া যায় না। পরম ব্রহ্মের কাছে বিদ্যার শীর্ষে পৌঁছান যায় না। তার জন্য সাধনার সাধক কর্মের দ্বারা বিশ্বকর্মা হতে হয়। সনাতন ধর্মের সংস্কৃতবান পুরুষেরা যে সংস্কৃত ভাষায় চর্চা করত তা আজ অবলুপ্তির পথে, সেই ভাষাকে আবার চর্চা করে যদি তার সংস্পর্শে বিদ্যাদেবীর আবার পূজা করা যায় তবেই শিক্ষার গুণগত মান আবার ফিরে আসতে পারে নতুবা নয়। B.A., M.A., Ph. D. ইত্যাদি ফুটো বিদ্যার জাহাজ নিয়ে বিদ্যার সাগর পারাপার করা বাতুলতা মাত্র। শিক্ষার উপরিভাগে কচুরি পানার সমাহার।

সারা বিশ্বে প্রকৃত শিক্ষার নামে যে অর্থ শোষনের পরিকল্পনা চলছে তাতে সামগ্রিক ভাবে অশিক্ষিতের সংখ্যাই বৃদ্ধি পাবে। সমাজে অনাচার ব্যভিচারের স্বর্গরাজ্য হয়ে উঠবে।

যান্ত্রিক শিক্ষা ব্যবস্থার পরিবর্তন ঘটিয়ে প্রাণের স্পন্দন সঞ্চার না করলে শিক্ষার গুণগত মান কোনমতেই সঠিক হবে না। লোকালয়ের সঙ্গে লোক শিল্পের সম্পর্ক আছে কিন্তু স্বাধীন ভারতে লোকালয়ের সাথে শিক্ষার সম্বন্ধ আজও ভালোভাবে গড়ে উঠলো না। কোথায় একটা ফাঁক হয়ে গেছে। বিদ্যচর্চার পূণ্যভূমি গুরুগৃহ অবলুপ্তির পথে। গুরু এবং শিক্ষক যেন আলাদা, তাই Quality Teaching এর জন্য যতই সেমিনার করি না কেন তাঁর ফল মানব চরিত্র গঠনে জ্ঞান চর্চার যজ্ঞ ক্ষেত্র হিসাবে প্রতিষ্ঠা পাবে না। সভ্যজগতের ঐশ্বর্যের পিছনে মানুষের ভাবাবেগ দরিদ্রতার সাথে সাথে স্তুপকার অর্থ মানুষকে যেন বর্বর করেছে। শিশুকালের শিক্ষাথেকে বিশ্ববিদ্যালয়ের গণ্ডি পর্যন্ত উজ্জ্বল সামাজিকতার একান্ত অভাব।

আজও জন্ম সূত্রে প্রাপ্ত অধিকার থেকে বঞ্চিত করে শিশুকে উন্মুক্ত প্রকৃতির কাছ থেকে সরিয়ে বিদ্যালয়ের খাঁচায় আবদ্ধ রেখে প্রকৃত শিক্ষাদানের যে প্রচেষ্ঠা চলছে তাতে প্রকৃত শিক্ষার মান ঠিক থাকতে পারে না, পরিবেশ পরিস্কার রাখার দায়িত্ব সাধারণ প্রাণী যে দায়িত্ব পালন করে শিক্ষিত মানুষ একবিংশ শতাব্দীতেও তা পালন করল না।

ভিক্ষুককে অন্নদান করে যেমন শিক্ষাদান করা যায় না, কর্মের দ্বারা তার অভাব মিটিয়ে স্বনির্ভর করে শিক্ষাদান করলে সমাজ জীবনে আরও জ্ঞান চর্চার পূর্ণ্যভূমি গড়ে উঠবে। মানবজীবনে মানবভূমির মানব চরিত্রের উণ্মেষ ঘটবে। সর্বশিক্ষা অভিযানের প্রকৃত ভিত্তিপ্রস্তর স্থাপিত হবে, নতুবা নয়। জ্ঞান চর্চার পূর্ণ্যভূমিতে আজ জং পড়ছে তার সার্বিক ভাবে জং মুক্ত করে প্রকৃতি ভালবেসে নব নব ব্রহ্ম কমলের বীজ স্থাপন করলে মানব জাতির প্রকৃত জ্ঞান মর্গের গুণগত মান গড়ে উঠবে কেবল পরীক্ষার গুণগত মান বাড়িয়ে ছাত্রদের প্রতি দোষারোপ করলে চলবে না। শিক্ষার গুণগত মান ও বাড়বে না। Stok book verification এর দায়িত্ব যে শিক্ষিত মানুষের তারা যদি অর্থলোভের বশবর্তী হয়ে Stock উজাড় করে যান, তবে শিক্ষিত মানুষের মান কি হতে পারে। Morality এবং Moral Character গঠনে যত্নবান না হলে সামগ্রিক সমাজ উন্নতির কোন সম্ভবনা নাই। বর্তমানে B. Ed.এর ঐ 400 নম্বর ইন্টারন্যালএর জন্য আশ্বাস লাভের বাঁধে কোন নৈতিক ছাত্র বিপ্লব ঘটেনা। সবছাত্রই যেন পোষমানা পাখি। কোথায় যেন এক শিক্ষার অন্ধকারের ষড়যন্ত্র। তাইতো আমরা Decadent phase of Education এর স্তরে বাস করছি। মানবতা বোধের পূর্ণ বিশ্বাস ঘটিয়ে জ্ঞান বৃক্ষের দ্বারা বিশ্বের প্রাচীর গড়তে পারছি না। বড় বড় পণ্ডিতেরা শিক্ষার কমিশান করতে ব্যস্ত, বাস্তবে তার কোন বিজ্ঞান প্রসুত ফল আজও পাওয়া গেল না। নীতি পাঠের এবং শিক্ষক তৈরী করারকারখানা গুলো জ্ঞানের ফিটকিরি গিয়ে পরিশুদ্ধ না করলে জীবনে মূল্যবোধ গড়ে উঠাবে না। বিশ্ব প্রকৃতির আলিঙ্গন এবং প্রকৃত গুরুর সান্নিধ্য ছাড়া Quality Teaching বাস্তবে সম্ভব নয়।

শিক্ষার গুণগত মান থাকলেই গুণগত মানের শিক্ষাদান বাস্তবে সম্ভব নয়। উপযুক্ত ছাত্র এবং উপযুক্ত শিক্ষকের প্রয়োজন। কর্মের দ্বারা, ভালোবাসার দ্বারা প্রাণের নির্মল প্রেরণার দ্বারা Quality Teaching, এর বিবর্তন আনা সম্ভব নতুবা নয়।

বর্তমানে সারা বিশ্বজুড়ে Computer এর Software এবং Hardware এর দ্বারা মূল্যবান শিক্ষাদানের প্রচেষ্টা চলছে, তা কেবল ধনতান্ত্রিক দেশেই সম্ভব। ভারতবর্ষের মতো গরীব দেশে কিংবা আফ্রিকার মত দেশে আজও যেখানে শিশুরা ভালোভাবে খেতে পায় না, পরিষ্কার জামাকাপড় পরতে পায় না সেখানে এই স্বপ্নের পরিকল্পনা বর্তমানে ভষ্মে ঘি ঢালার সমান। তবে সময়ের সাথে সাথে আবার বাঁধ বাধতে হবে,হাল ছাড়লে চলবে না। Quality Teaching এর স্বপ্ন দেখে সরকার U.G.C. প্রত্যেক পিতা মাতা।

কিন্তু একবিংশ শতাব্দিতে আজও কেন মানুষ বন্দুক উচিয়ে মানুষ মানুষকে হত্য করে ? মনুষ্যত্ব —গুরু সান্নিধ্যে নিভৃতে সাধনায় গড়া যায়, অর্থ দিয়ে কিংবা শুষ্ক বক্তৃতা দিয়ে মানুষ গড়া যায় না। যান্ত্রিক সভ্যতার যুগে মানুষ হয়েছে রোবট্ তার বিবেক বিলুপ্তির পথে। অন্তঃসার শূন্য আধুনিকতার স্বপ্ন কোয়ালিটি টিচিং দ্বারা ভগবৎ শক্তির উন্মেষ না ঘটিয়ে যারা ছাত্র সমাজকে মোহরির কাজে ব্যস্ত করেছে। কোয়ালিটি টিচিং এর জন্য শিক্ষার দোকানদারি বন্ধ করতে হবে নতুবা নয়।

যদি শিশুকাল থেকে স্বাভাবিক সুখ শান্তির মধ্য দিয়ে অন্তরের অন্তস্থলে ভালোবাসার প্রদীপ জ্বালান যায়

তবেই শিশু বয়স কালে কৃত্রিম সভ্যতা ব্যতিরেকে মনন শক্তির বৃদ্ধিতে প্রকৃত মানুষ হতে পারবে।

উপকরণ বলে Quality Teaching এর জন্য শিশু এবং পিতামাতা উভয়ই সভ্যতার ফ্যাসানের অবসাদে ভুগছে। অন্তর প্রকৃতির সঙ্গে পরিবেশের ফারাক অনন্ত। নমনের সঙ্গে বেদের কি সম্পর্ক আছে বিজ্ঞান চিন্তার দ্বারা তা অনুশলীন করতে হবে। এবং পুষ্পের ন্যায় প্রস্ফুটিত হতে হবে। তবেই গুণগত মানের শিক্ষাদানে প্রাণের পরম সুন্দরের প্রকাশ ঘটবে। চেতনার সঙ্গে অচেতনের পবিত্র সম্পর্ক স্থাপিত হবে।

From micro to macro, from macro to micro এর অন্বেষণ ঘটিয়ে মনের মধ্যে বিবেকের জ্ঞানময় কোষে চৈতন্যের পরিপূর্ণ পবিত্র বিকাশ ঘটাতে হবে।

কেবল বিশ্ববিদ্যালয়ের ডিগ্রীর অহমিকা নিয়ে দুঃস্থ ছাত্রের পাশে না দাঁড়ালে, সত্য উদঘাটনের প্রতি শ্রদ্ধাবান না হলে শুধু উপার্জনের পাকাপোক্ত ব্যবস্থা করলে আদর্শ শিক্ষক হওয়া যাবে না।

আজও গ্রামের সঙ্গে শহরের ফারাক North pole এবং Southpole এর একই থিওরি নিয়ে গ্রাম এবং শহরের ছেলেদের Quality Teaching এর ব্যবস্থা করলে চলবে না। তাদের স্তরে নেমে এসে পরিবেশের সঙ্গে বৈচিত্র্যের সংযোগ ঘটিয়ে শিক্ষায় পরিপূর্ণতা আনতে হবে। তাই ছোট শিশুর কাছে শুনি 'Madam কি কইসে, আজও বুঝি না'। জীবন মুখি প্রাণ শক্তিকে। বিনম্রভাবে কর্মেরদ্বারা উৎজীবিত না করলে মানব সমাজে আদর্শ শিক্ষার প্রসার ঘটবে না। শিক্ষার বিকৃত রূপ ধারণ করবে। কোথায় গেল সেই ছড়া বা কবিতা—

"সকালে উঠিয়া আমি মনে মনে বলি
সারাদিন আমি যেন ভাল হয়ে চলি,
আদেশ করেন যাহা মোর গুরু জনে
আমি যেন সেই কাজ করি ভালোমনে।"

পরিবর্তে এসেছে—

"Humpty Dumpty Sat on a wall
Humpty Dumpty had a great fall,"

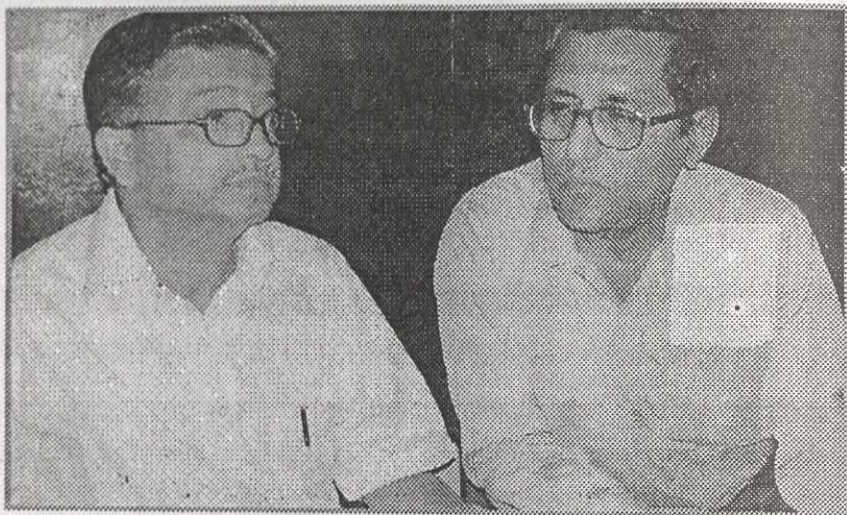
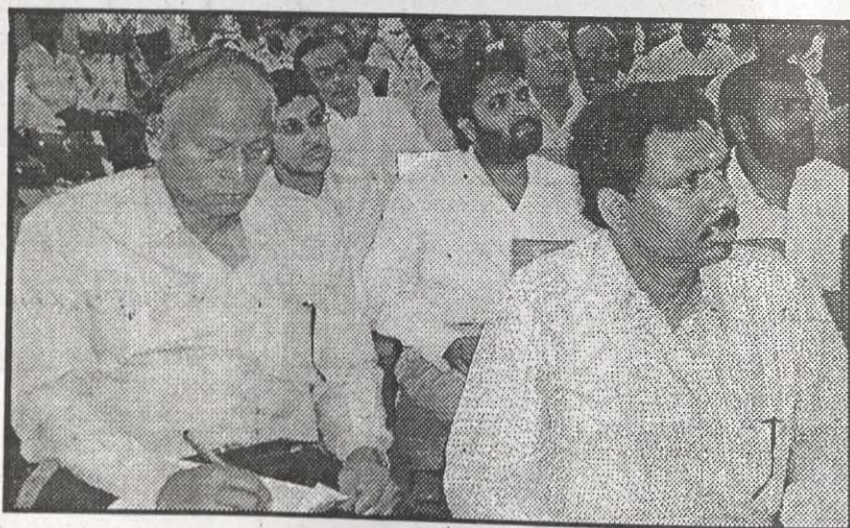
অন্ধ পাশ্চাত্য শিক্ষার অনুরকণে Quality Teaching হতে পারে না। কেন বেসুতে দুর্গাপুরে কানপুরে ছাত্র প্রাণ হারায়? শিশু শিক্ষা, মাধ্যমিক এবং উচ্চমাধ্যমিক স্তরের কি বিবেকহীন শিক্ষার ফল। না আদর্শ গুরুর অন্তরের স্নেহের সংকীর্ণ সীমার উর্দ্ধে গিয়ে সমাজের সর্বস্তরের মানুষের সরল অন্তরের প্রচেষ্টার দ্বারা Quality Teaching এর ভিত্তি প্রস্তর স্থাপন করতে হবে। সামাজিক শাস্ত্রীয় অনুশাসনের উর্দ্ধে বিজ্ঞান ও দর্শণের মেল বন্ধন সর্বাঙ্গীণ প্রচেষ্টারদ্বারা মনুষ্যত্ব লাভের গুণগত মানের শিক্ষা সুদৃঢ় করা দরকার। অন্তর ব্রম্ভাণ্ডের রহস্য অসীম; সাধারণ Quality Teaching চালাকির দ্বারা তার আনন্দ রসাস্বাদন করা যায় না। প্রাণের গভীরতম ব্যপ্তি ঘটাতে হবে। প্রকৃতির রহস্য উৎঘাটনের চাবিকাঠি কোথায় তা খুঁজতে হবে। Quality Teaching অবশ্যই Time and space related.সংস্কার বদ্ধ জীবের অন্ধ বিশ্বাসে আঘাত না করে যদি বিশ্বজীবন মানবতা বোধের সাধনার বিশুদ্ধতা রক্ষাকরা যায়; তবেই গুণগত শিক্ষণের বিস্তার সম্ভব। অন্ধকার থেকে আলোকে এসে সব নীতির উর্দ্ধে অন্তরের মধ্যে বুঝতে পারবে "সর্বং ক্ষবিল্মদং ব্রহ্ম"। কিন্তু আধুনিক সভ্যতা পিতলকে ছাঁচে ঢেলে সোনা করতে চায়। কি বিচিত্র পরিচয়। তাই শিক্ষায় চিত্তের প্রসারতা বিপন্ন! আধুনিকতার লোভে ছাত্র শিক্ষকের চিত্ত চঞ্চল। সত্য সত্যই প্রাণের অভাব। উচ্চাকাঙ্খার সাধনার হোষ্টেলে সুরা পানের আসর প্রবৃত্তির নানা চাঞ্চল্য। এ কোন শিক্ষিত চিত্তের পথ নির্দেশ ? শিক্ষার ছাঁচে গুণগত মানের শিক্ষার

একি পরিনাম! যতদিন না শিক্ষক ছাত্রের সঙ্গে প্রকৃত বন্ধুর সম্পর্ক না গড়েন যতদিন না তিনি প্রকৃত গুরুর পদে আত্মসমর্পণ না করেন ততদিন মনুষ্যত্বের শিক্ষা সজীব হবে না। জাতীয় সমৃদ্ধি হবে না। জীবনের সঙ্গে সংগতিহীন শিক্ষা ব্যবস্থা থাকলে ছাত্রকুল লক্ষ্যভ্রষ্ট হবে। বিশ্ববিদ্যালয়ের প্রাপ্ত পাণ্ডিত্য দূর্নীতিগ্রস্থ সমাজ গড়ছে। আজও নিরক্ষর চাষি অনেক সহজ সরল। বর্তমানে সরস্বতীর আসনে যেন লক্ষ্মী আসন গ্রহণ করেছে। শিক্ষা ব্যবস্থায় অমাবস্যার তামসিক ঘন অন্ধকার। মাটির ভীতরে শিকড় বড় দূর্বল। অন্তসার শূন্য পাশ্চাত্যের অনুকরণ শুভবুদ্ধির উন্মেষ কৃত্রিম ভাবে মগজের মধ্যে তাই গরীব সমাজ বঞ্চিত। সমাজের কিছু পণ্ডিত ওঝা Quality Teaching দ্বারা শিক্ষার ভূত তাড়াতে ব্যস্ত, কিন্তু তারাই যে আজ প্রকৃত ভূত হয়েছেন। বাংলায় Ph. D. জন্য বিদেশী বিশ্ববিদ্যালয়ের স্মরণাপন্য হচ্ছেন।

শিক্ষক চাকরী করার জন্য পরীক্ষায় খাতায় ছাত্রের প্রশ্নের উত্তর লিখছেন। কৃত্তিমতা দূর করে, স্নেহ, শ্রদ্ধা বিবেক বুদ্ধি ফিরিয়ে আনলেই শিক্ষায় প্রাণের সাড়া মিলবে। বস্তা ভরা Xerox copy এর পঠন পাঠনএর চাপ থেকে মস্তিষ্ক মুক্ত হবে। সৃজনশীল প্রতিভার বিকাশ ঘটবে।

Quality Teaching কে দেশী বাটালী বিলেতী বাঁট করলে চলবে না। স্বভাবী করণের মধ্যে সহজ সরল দেশ উপযোগী হতে হবে। মেধার দ্বারা সাত্বিক তপস্যার দ্বারা এবং ইচ্ছা শক্তির মহৎ আদর্শের দ্বারা জ্ঞান পিপাসার সর্বজনীন করতে হবে। সবাইকে জীবনী শক্তির দ্বারা আপন করে অন্তরের সঙ্গে অন্তরের মিলন ঘটাতে হবে।

বিশ্বসংসারে কল্যাণের মধ্য দিয়ে শান্তি ফিরিয়ে আনতে হবে।

(এই রচনার বক্তব্যবিষয় ও মতামত একান্তভাবেই লেখকের নিজস্ব)।

Dr. Amitava Mitra (Left), former Officer-in-Charge of this college is discussing with Mr. Pranab Kr. Majumder in the seminar

Prof. G. P. Mondal with his students is present in the seminar

A scene from the workshop .on Science Awareness

Students of this College is actively participating in the workshop.

Exhibits from the Work Education Students

Exhibits from the Students of Life Sc. and Physical Sc.

Students are Explaining their products in the workshop.

Students of this College presenting an experiment on the Workshop

Students from the Geography Department at this College explaining 'Green House Effect'